

Canadian Public Libraries Fighting Mis- and Disinformation: Final Report and Environmental Scan

Produced for Public Library InterLINK by Anne O'Shea
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Executive Summary

Urgent action is needed to inoculate Canadians against the harms of false information. Scholarly research has established that humans are preconditioned to believe false information. This susceptibility is being exploited in sophisticated ways that could lead to disastrous consequences, including the erosion of Canada’s democracy. Researchers have identified evidence-based strategies that can be taught to Canadians to reduce the likelihood that they will accept or spread false information, providing a backstop against rising disinformation campaigns.

This environmental scan found that Canadian public libraries are deeply concerned about mis- and disinformation, and keen to act. With 3,350 locations across the country, an expansive digital footprint, information expertise and community trust, libraries are ideally positioned to equip Canadians with the knowledge and strategies to reduce community susceptibility to disinformation.

Libraries need a coordinated and evidence-based foundation on which to confidently move forward. The development of a national library strategy on mis- and disinformation would unlock the potential for libraries to use existing social infrastructure to build a coast-to-coast resilience to mis- and disinformation – strengthening and safeguarding Canada’s democracy.

Recommendations

Based on the literature review and environmental scan, the following approach is recommended:

1. **Develop a toolkit that empowers Canadian public libraries to fight mis and disinformation in their communities**, including:
 - A national curriculum for community education. The curriculum must be evidence-based, modular, available in both national languages, and customizable for different communities and regions of Canada.
 - Training for library staff to build skills in handling misinformation in a variety of library settings.
 - A marketing strategy that draws a broad range of learners to this important training, with shared marketing assets that enable libraries to effectively grow the audience.
2. **Maximize the impact and effectiveness of the toolkit and contribute to a growing body of knowledge.**
 - Form an advisory group to provide input into planning, content development, and deployment.
 - Pilot the draft curriculum with test audiences representing user groups such as Indigenous learners, newcomers to Canada, francophone audiences, and urban and rural communities.
 - Partner with an academic researcher to evaluate the toolkit’s impact on reducing the harms of mis and disinformation.

Environmental scan

Building on the literature review shared in the midpoint report, the environmental scan:

- Measured the extent to which Canadian public libraries are engaging with the public about mis- and disinformation, and the nature of that engagement.
- Sought insights from practitioners, researchers, experts, and those offering similar public education initiatives.

Several methods were used for this environmental scan:

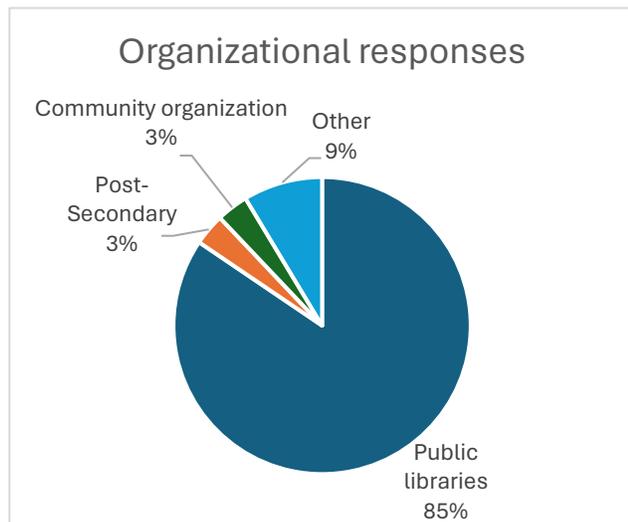
- An online survey was conducted between March 8 and 28, 2024.
- A focus group of library programmers was held on April 4, 2024.
- Focused online research.
- 8 interviews were held between March 28 and April 12, 2024.

Survey

Responses

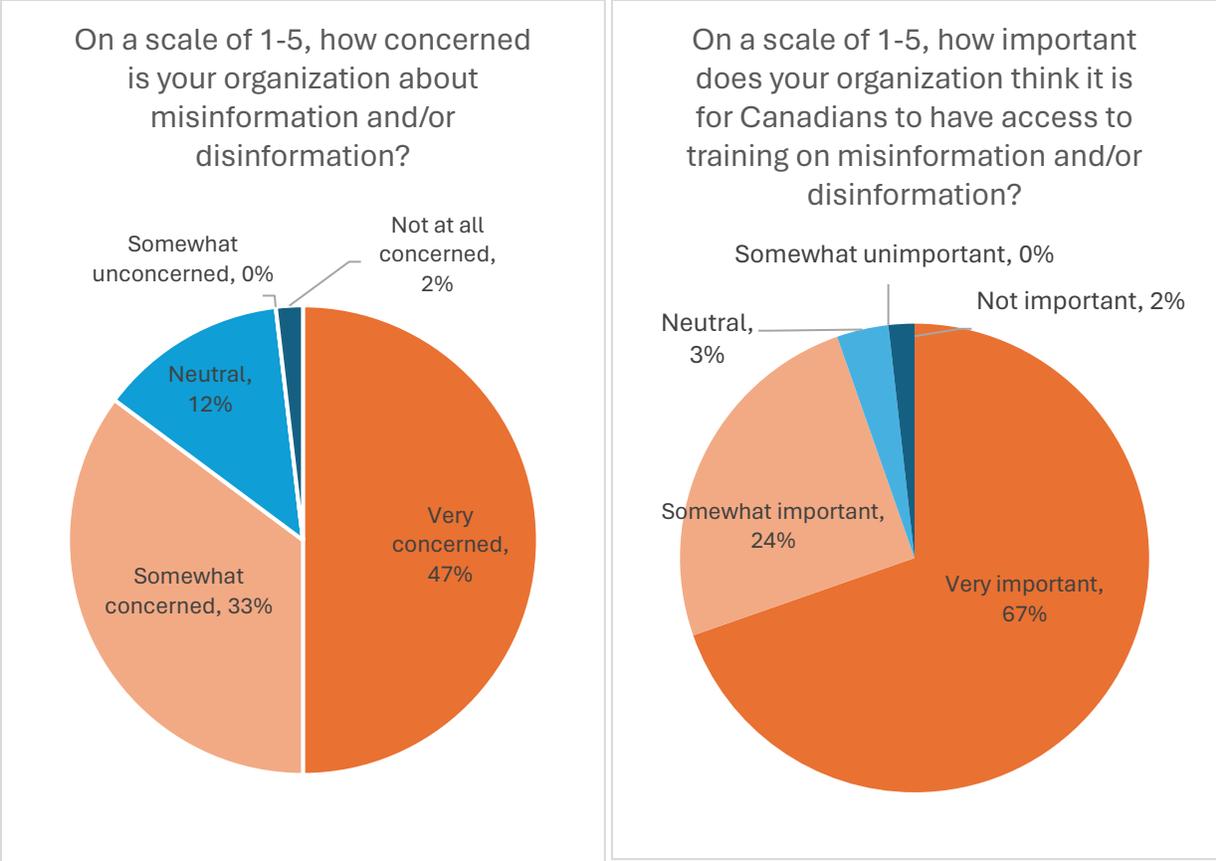
The survey received 58 responses. Most responses were from Canadian public libraries, with a handful of responses from community organizations, post-secondary institutions, and others.

Other responses came from library federations, the Canadian Federation of Library Associations, and a labour union.



Concern

Respondents expressed high concern about mis- and disinformation, and a desire for public education on these topics. More than 75% of respondents reported that their organizations were very or somewhat concerned about mis- and disinformation, and close to 90% indicated that it was important or very important for Canadians to have access to training on misinformation and/or disinformation.

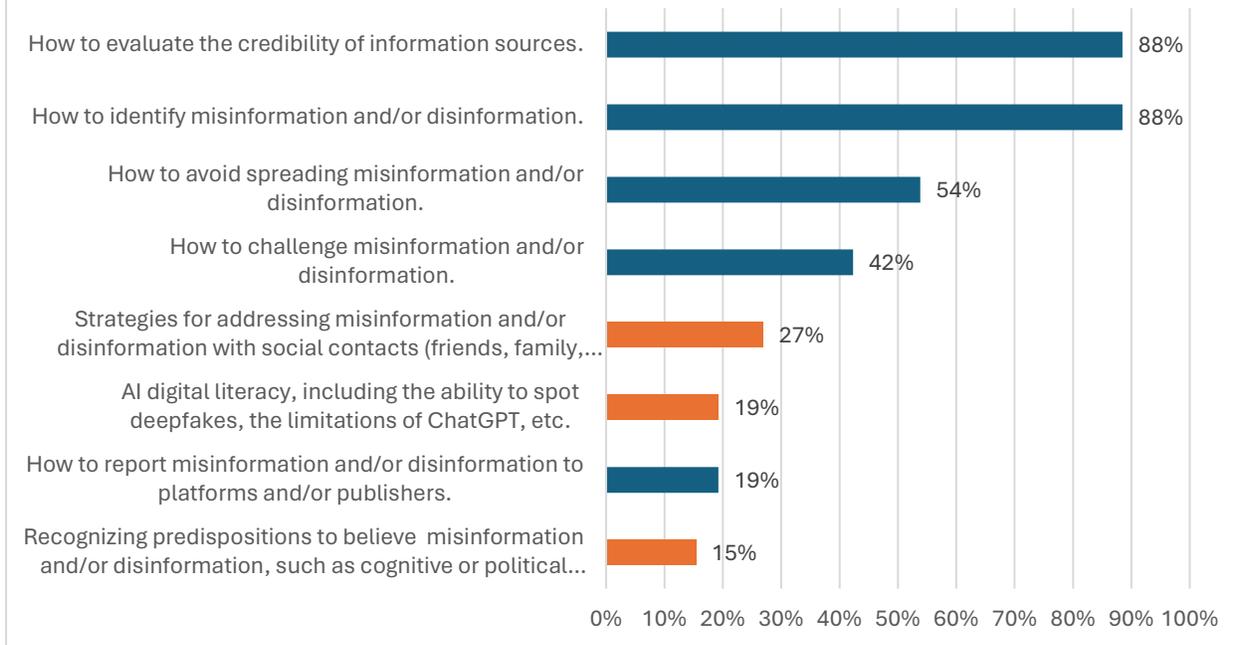


Content

The survey revealed that less than one-quarter of respondents are providing public education on mis- and disinformation. A total of 30 public programs were identified, but four of the described programs did not relate to mis- or disinformation or were not offered to the public. The remainder included a range of digital literacy training, guest speakers, and sessions focused on avoiding online scams, with only a few focused squarely on mis- and disinformation.

An evaluation of program content showed that libraries are providing instruction on topics related to identifying misinformation (how to identify, evaluating credibility of sources, etc.), and just over half of programs provide advice on how to avoid spreading false information. Less than a third of programs addressed some of the most vital topics covered in the literature review (strategies for addressing misinformation with social contacts, recognizing predispositions to believe misinformation) or those flagged by experts in the field as emerging needs (artificial intelligence digital literacy). There is a need for libraries to develop and begin offering additional instruction in these key areas (shown in orange).

Program content

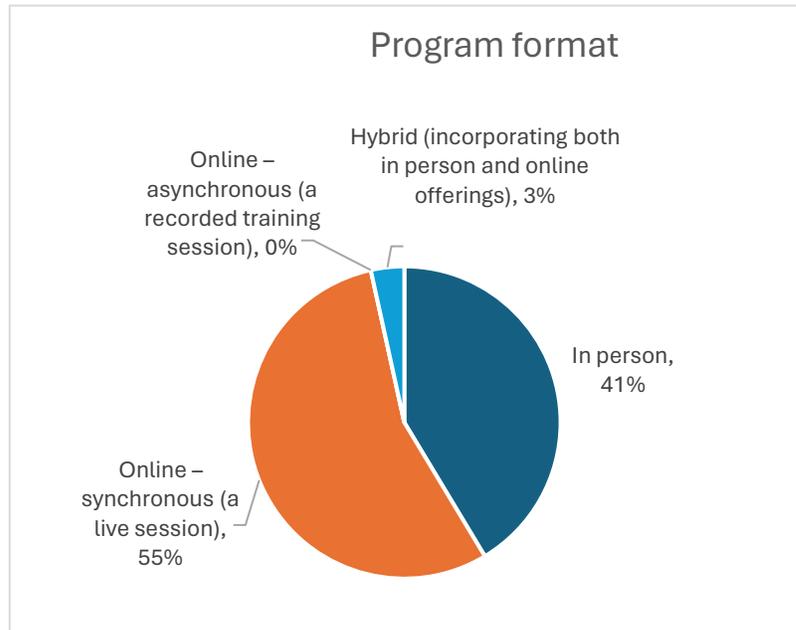


Program delivery

100% of the educational sessions reported in this survey were delivered in English, and one program was also delivered in French. This is likely a result of the survey being conducted in English. Future research should incorporate both official languages for a more representative sample.

Most programs (55%) were delivered live online, and 41% were delivered in person. Some programs were offered more than once in different formats.

Program format

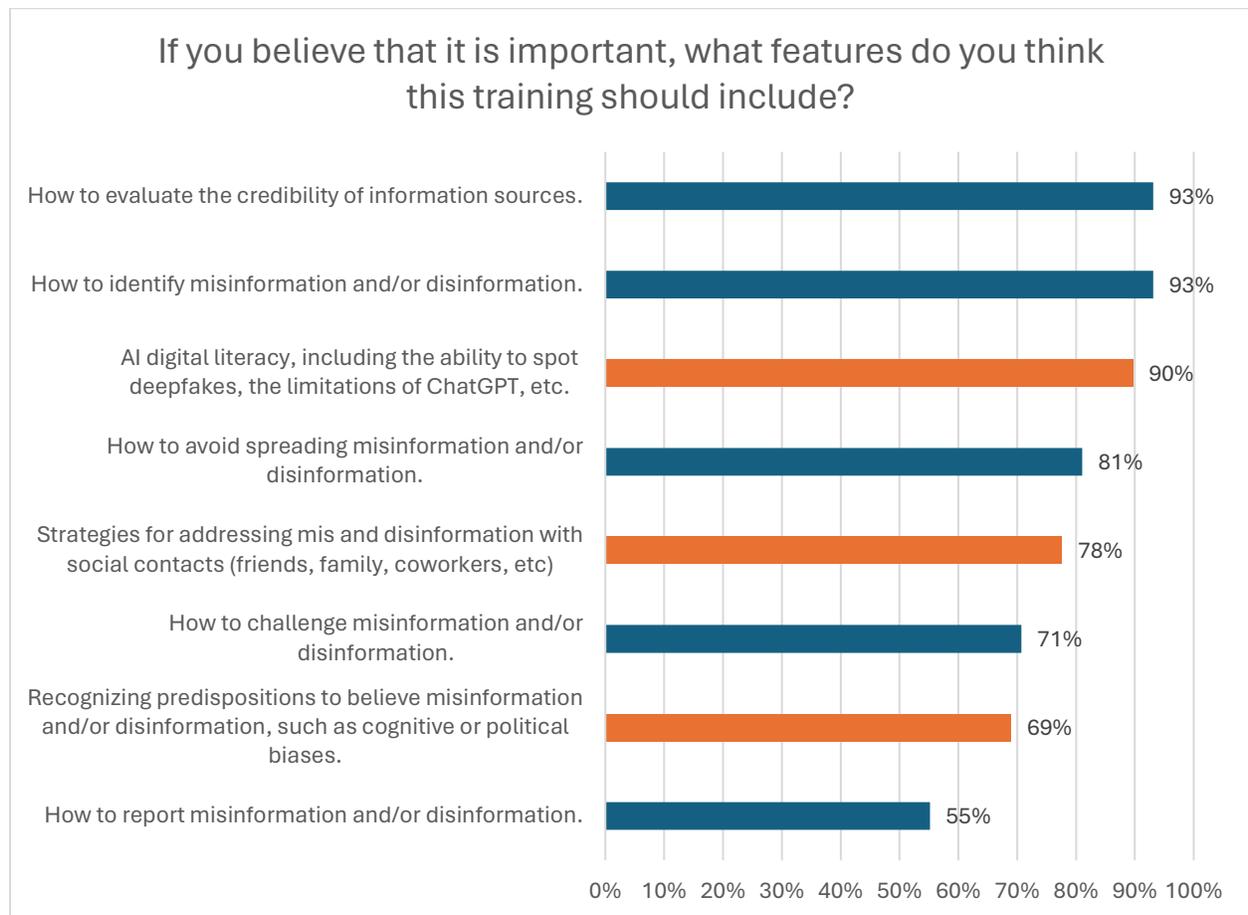


Looking forward

More than half (55%) of respondents who had not offered training indicated that they had considered or explored offering training on mis- and disinformation.

Participants were asked what features a future national curriculum should include, and responded with support for all eight proposed topics. The three topics investigated in the literature review (highlighted below in orange) received the greatest support for

content focused on artificial intelligence digital literacy (90%), followed by strategies for addressing mis- and disinformation with social contacts (78%), and recognizing predispositions to believe misinformation and/or disinformation, such as cognitive or political biases (69%).



A complete list of comments added to the survey is provided in Appendix A.

Public Education Initiatives

Additional research was undertaken to identify other public education initiatives. The programs listed below provide insight into the work underway in the broader community. The two library efforts included in this list model interesting approaches for consideration.

Building Resilience to Misinformation: An Instructional Toolkit.

Developed by a team at the University of Calgary led by Assessment Librarian Justine Wheeler, this toolkit provides an open and adaptable curriculum that can be embedded into university classes in any faculty and can be taught by the course instructor or by librarians. The toolkit includes PowerPoint decks, instructional notes, and group and individual activities organized into four modules:

- Introduction (basic concepts of misinformation and key terminology)
- The (Dis)information Landscape
- Encounters with Information
- Information Response: Focus on Individual

Over the coming year, the team plans to undertake a formal assessment of the toolkit and to introduce two new modules, focused on artificial intelligence and how scientific literature is constructed.

The toolkit development was funded by internal grants and launched in January 2024. The content was informed by extensive academic research on misinformation and internal focus group discussions about misinformation at the university, and was guided and reviewed by an internal expert panel.

MediaSmarts

MediaSmarts is a Canadian non-profit that is committed to building digital literacy skills in children and youth. They engage with schools and community organizations to deliver workshops and deliver content online through their website. Their work covers a broad range of digital topics. Their instructional reach is limited – in 2022, they offered 60 workshops and presentations through schools and in communities. Most of their resources are delivered through their website, which includes a section called “Break the Fake” which specifically addresses mis- and disinformation.

MediaSmarts has a research initiative underway called [Young Canadians in a Wireless World](#) - a longitudinal study of young people’s attitudes and behaviours regarding the internet. (Brisson-Boivin, 2023) This ongoing research will be an excellent source of insight for any curriculum designed for parents or young adults.

Connected Canadians

Connected Canadians is a non-profit focused on digital literacy supports for older adults. Organizations can sponsor workshops and attendance is free for participants. The workshops deal with a range of topics, and one workshop, *Recognizing Fake News*, is particularly relevant.

Connected Canadians have partnered with libraries to support best practices for teaching older adults about technology.

ALA SuperSearchers

This partnership between Google and the American Library Association offered a workshop and online toolkit for librarians and library workers. SuperSearchers content focuses on understanding Google search tools and highlighting new information evaluation tools which are being added to the search engine. The workshop was offered four times in late 2023 and attracted over 1500 participants. The workshop slide deck has been shared in 7 languages, which libraries can use to adapt and offer similar training at a local level. The curriculum builds on the [SIFT protocol](#), developed at the University of Washington, which teaches people to Stop, Investigate the source, Find better coverage and Trace claims, quotes and media to the original context.

Based on the interest expressed by participants, the team added a webinar to address the *Age of Misinformation* and is now exploring the potential for a new workshop on artificial intelligence.

Truth in Common

Truth in Common is a US-based non-profit which was founded by communications strategist Deanna Troust to address information manipulation and societal division. They have developed a series of community workshops that address identifying misinformation, understanding disinformation campaigns, and strategies to fight the spread of misinformation. They also provide professional development to communicators and librarians. Similar to this research initiative, the workshops focus on understanding the motives, emotions and psychology of mis- and disinformation and on addressing misinformation in conversation. Content also covers finding local and reliable news sources.

Last year Truth in Common partnered with DC Public Library to offer [Misinformation: How it spreads and how to avoid it](#). The two-part workshop was well received.

In December 2023, Truth in Common and DC Public Libraries a webinar called *Dismantling Disinformation and Misinformation: What Libraries Can Do* (Urban Libraries Council, 2023).

Essential Worldview Skills

Intercultural Strategies, a Vancouver-based consultancy offers workshops on a variety of topics, including a series called *Essential Worldview Skills*, which encourages participants to create quality relationships across differences and create sustainable change. The program founder, Jessie Sutherland, has a background in conflict resolution and Indigenous / non-Indigenous relationship building. She has observed that misinformation is clouding people's understanding of other worldviews and has begun incorporating content related to misinformation into her workshops. She is contemplating adding a workshop to the series, focused specifically on misinformation. These workshops are funded by community organizations such as neighbourhood houses.

Markham Public Library

Markham Public Library conducted demographic research using Environics which revealed that relative to Canadians overall, Markham residents were less likely to believe authoritative sources /

established media and had lower trust in government institutions. Within diaspora communities, there was higher trust in first-language media and apps than in Canadian media. This community skepticism led MPL to focus on developing a series of workshops aimed at older adult newcomers

MPL received grant funding from the Ontario Ministry of Seniors and Accessibility to provide a six-week digital literacy program. The library partnered with Connected Canadians, who trained MPL staff on effective instructional techniques for older adults, and MPL developed the content, which covered general technology skills, reducing isolation through technology, cybersecurity, fraud prevention, fake news, and algorithms. Working with community partners, MPL built a deeper understanding of social attitudes to using technology which informed the content of the series. The workshops were designed to foster positive peer influence, digital literacy, and social connections. The series was a success, and the individual workshops have since been offered as standalone programs.

Toronto Public Library

Toronto Public Library has delivered staff training with MediaSmarts and developed a page called *How to Spot Fake News*. Their children's services staff have delivered presentations on mis and disinformation to grade 4 and 5 students, which included lesson material, quizzes and a story time. TPL is now working on developing an adult public facing program, which will include a revamped webpage, booklist and links to electronic resources for further knowledge. This is anticipated to launch in fall 2024.

Businesses for Democracy

A recently funded project of the Dais at Toronto Metropolitan University, this program is still in development. The Dais is responsible for the annual *Survey of Online Harms in Canada*. This new initiative aims to provide education on the harms of misinformation to employees of large companies and through trade unions. The work is funded by the Digital Citizen Contribution Program of Canadian Heritage.

Thematic Analysis

Analysis of survey responses, focus group discussions, interviews, and published information identified the following themes.

Value of a national coordinated approach

Across the board, interview subjects and focus group participants supported a sector-wide approach and the development of a national curriculum. Each spoke to the growing need for knowledge and skills related to mis- and disinformation. This aligns with recent sector conversations about the growing need for solutions.

We're struggling with our role in the misinformation landscape. Clearly information literacy is something that we feel is foundational to our work ... We've gotten to the point now with artificial intelligence and the wild west that exists on

Twitter and other platforms, that not only do our patrons need help, but we need help too. (Urban Libraries Council, 2023)
- Richard Reyes-Gavilan, Executive Director of the DC Public Library

In its report *Young Canadians in a Wireless World, Phase IV: Trends And Recommendations*, MediaSmarts recommends ongoing development and delivery of digital media literacy education that emphasizes critical thinking skills for making and sharing content on social media platforms, (Brisson-Boivin, 2023, p. 18), increased resources to help younger Canadians determine the reliability of information they encounter online, (2023, p. 42) and increased long-term and sustained government funding for digital literacy education in communities. (2023, p. 43)

Several interview subjects spoke to the value of having an evidence-based approach which allows libraries to put their resources into *delivering* content, rather than investing limited to in *developing* the content. In a study of libraries and misinformation in Washington State, researchers found that the most challenging barriers to developing programming on misinformation included limited staff time to develop programming and a lack of confidence in the most effective ways to address misinformation. (Young et al., 2021, p. 546)

What is the barrier? Honestly, it's time and resources. I really love the idea of all Canadian libraries pulling in the same direction. A national curriculum will address the barriers and will be especially helpful for organizations that don't have capacity to develop something independently.
- Andrea Cecchetto, Director of Service Excellence, Markham Public Library

Emily Burns of the Ontario Library Association recently put out a call for speakers at OLA's annual Digital Odyssey summit, which will focus on misinformation in 2024. After a broad call-out, OLA received very few examples of library efforts in this area and noted that it was difficult to find public librarians willing to speak on the topic. She observed that the profession is grappling with misinformation, but hasn't quite figured out what our role, especially when the issues are politically divisive and contentious.

Public libraries in Canada would benefit from an evidence-based and coordinated approach. The support of a national toolkit and curriculum would build confidence and offer a clear path forward, enabling libraries to contribute to broad societal solutions.

Curriculum content

The literature review established four draft outcomes:

1. Improved ability to recognize mis- and disinformation.
2. A basic understanding of the human tendencies that predispose us to believe mis- and disinformation.
3. Identify practical tips to avoid sharing mis- and disinformation.

4. Learn key strategies for addressing mis- and disinformation when you encounter it in your community and social circles.

The focus group and interviews affirmed these program outcomes and provided additional suggestions for developing the content:

- Devon Greyson, a researcher investigating the impacts of misinformation on public health, recommended that the training address malinformation as well as mis- and disinformation, since malinformation addresses situations where correct information is taken out of context or manipulated.
- Participants in the focus group advocated for video content which can be embedded into the curriculum and slide decks, allowing instructors to bring in expert voices, and amplifying the learning experience.
- Several participants observed that this topic might cause embarrassment or shame for people who have previously accepted or shared false information. Jessie Sutherland of Intercultural Strategies noted that a voice with lived experience would be a valuable addition to the educational offerings. This would build compassion for people who fall prey to misinformation and reinforce the fact that we are all equally susceptible. First-person stories could be incorporated through video content.
- Whenever possible, the curriculum should focus on universal experiences. For example, regardless of their political views, all people are impacted by algorithms.
- Several participants noted the need to develop specific content related to artificial intelligence, deep fakes, and algorithms. These topics were felt to be emerging interests or frequently misunderstood concepts that directly relate to mis- and disinformation. One researcher suggested beginning with Algorithms 101.
- The tactics by which mis- and disinformation are created, spread, and adopted are the same regardless of whether it is political disinformation used for election interference, medical misinformation, or climate change misinformation. Educational content should focus on understanding the information environment and strategies for resisting false information. This approach will broaden the program's reach and impact in reducing Canadian vulnerability to foreign interference.
- The program should teach established methods for verifying information, including the University of Washington's SIFT approach (Stop, Investigate, Find alternate sources and Trace), reverse image searching, checking sources, etc.
- Keep the focus on skills. Regardless of participants' beliefs, the skills to help them verify information are the same.

Customizability is key

For a national program to be successful, it will be important for the content to work in a wide variety of contexts. Canadian regions vary by political opinion, language, culture, and geography.

Suggestions from participants in the environmental scan include:

- Provide a menu of examples and exercises, which local programmers can select from to meet their audience's needs. For example, one library might use an example of

disinformation regarding climate change, but in a region where climate conversations are polarizing, a library could select an example of foreign interference.

- Ensure that the curriculum and all of its assets are made available in both official languages, and as possible, translate them into commonly spoken languages.
- Work with community partners to better understand their needs. For example, engage with community and settlement groups before offering training to diaspora communities.

Something we really heard in the medical disinformation study was that there's no one size fits all. Libraries have such different user communities, mandates, and resources. And different user communities will have different feelings and political leanings. In information science, we have a lot of different ways to approach the same core issue, which is that bad information can mislead people and cause harm. Misinformation can be controversial and interactions that devolve into an argument over what's true will be inflammatory. A toolkit with a variety of activities and options and terminology will make it more useful... The curriculum should offer suggested language and framings that might work better in different communities. - Devon Greyson, University of British Columbia

Format

The focus group recommended that the instructional content be developed in such a way that it could be used for in-person, virtual, and hybrid learning opportunities, enabling libraries to pick the best format for their local needs. Lesson plans, slide decks, video content, and handouts were identified as key deliverables for a national curriculum.

Justine Wheeler, developer of the Misinformation Toolkit at the University of Calgary recommended that the content include lesson plans and editable slide decks which libraries can customize.

Several people observed that free-standing programs might fail to attract a broad or diverse audience. At times this was because “misinformation” and “fake news” have become ideologically charged terms, and the sessions themselves might be perceived to be biased. Other participants noted that people are overconfident and often believe that they are not susceptible to false information, and felt the training was needed for other people – not themselves.

The biggest barrier to offering this sort of training is that we don't think that people would participate. People consistently overestimate their own ability to judge what is true. It is similar to offering seminars on budgeting and finances. The education is needed, but people aren't interested in participating.
– Survey respondent

Across the board, participants and interviewees agreed that the curriculum must be modular, so that it could be offered as free-standing workshops/series or incorporated into existing programs to

reach the broadest audience. This approach was also identified during a focus group held in Washington State. (Young et al., 2021) One survey respondent noted that their library had already begun successfully incorporating instruction on mis- and disinformation into programs such as writing workshops, book clubs, digital literacy workshops.

Designing the curriculum to be modular and able to be integrated into other programs would result in a broader reach for the content, providing valuable knowledge to people who might not attend a free-standing workshop.

Fiona O'Connor, who develops digital literacy training at Toronto Public Library, noted that when creating instructional content for other people to deliver, it's crucial to provide an accompanying facilitator's guide, resource list, handouts, and training for those who will deliver the training in community.

Staff training

Several participants in the survey and focus group observed that fighting misinformation through libraries is not just a matter of offering training to the community. Participants felt that every staff person in a library needs a basic level of understanding of mis- and disinformation since these issues regularly arise in interactions with staff while searching for information or borrowing materials.

In the focus group, one participant observed that the explosion of mis- and disinformation and the need for libraries to react is reminiscent of 2008 when eBook usage gained widespread traction. At that time there were a few people trained to support eBooks, but it quickly became apparent that a basic understanding was needed of every customer-facing library worker. Libraries scrambled to train staff – the lesson here is that libraries should begin with establishing a broad basic understanding, which can be paired with community education, and messaging shared through displays and signage.

Effective staff training could be achieved through online learning opportunities and a train-the-trainer guide that enables libraries to provide in-house training.

The need / role of the library doing this kind of training along the lifespan. The need for staff training on this on how to facilitate and support this learning in natural customer contexts as well as formal learning contexts (as many people who struggle to recognize misinformation and disinformation would not think they need to attend a program about this).

– Survey respondent

Intellectual freedom

Intellectual freedom is a closely held value and basic tenet of librarianship. At its heart, intellectual freedom asserts that Canadians are free to think, believe, read, and communicate as they wish, and these rights may not be curtailed by libraries. Intellectual freedom was perceived by some participants to conflict with efforts to fight mis- and disinformation.

Although ALA’s SuperSearcher webinar on misinformation did not directly touch on intellectual freedom, Toby Greenwalt noted that there was an active side chat about intellectual freedom during the session, demonstrating interest in exploring this subject.

Devon Greyson, who conducted a recent study on medical misinformation and intellectual freedom, observed that it can be challenging for library staff when two deeply held principles – such as intellectual freedom and reliability of information - are up against each other.

Intellectual freedom and reducing the spread of mis- and disinformation need not be in conflict. As Andrea Ceccheto of Markham Public Library noted, “It will be important for staff efforts to focus on deconstructing a piece of misinformation versus persuading someone to take on a different view. That distinction should be clear to staff and patrons.” It will be crucial to address this perceived tension in staff training to ensure that library staff are comfortable navigating these conversations, while respecting a professional commitment to intellectual freedom.

Conversations about intellectual freedom occur regularly in Canadian public libraries and in broader professional discourse. Most libraries have an intellectual freedom policy, or other policies which reference intellectual freedom, and Canada has a national position statement. (*Statement on Intellectual Freedom and Libraries*, 2016) In contrast, there is not yet a position statement on mis- and disinformation to draw the same focus and sense of urgency. This may be an area for further examination.

Marketing

Focus groups, interviews and published articles have all highlighted the challenge of promoting educational offerings that address mis- and disinformation. There are expressed concerns that people will not attend because of perceived bias, avoidance of a “boring” topic, or the sense that they already have the right skills to avoid misinformation. Successfully marketing these programs will require a well-crafted marketing strategy that accounts for these challenges.

We have a keen interest in offering more of these kinds of programs. However, staff find it challenging to find the right topic and angle that would be of great interest to our customers. Attracting a audience for these important topics can be a challenge. – Survey respondent

We've offered training on media awareness/bias/accuracy/literacy but it was over 5 years ago, and not very well attended. Although the topic is important, it has, in our limited experience, been challenging to attract people to the library for this type of programming. Branding and marketing the training will be important. – Survey respondent

To maximize the value of a national curriculum, the toolkit must include flexible marketing assets such as social media content, graphics, poster templates, display concepts, and media releases, which can be adapted for local use.

One interview subject recommended tapping into polarization an area of concern to draw people into conversations.

People really care about polarization. They don't like it that they're not talking to their neighbours anymore, that they've lost relationships with people. So consider linking this to polarization, and incorporate the disinformation piece –
Deanna Troust, Truth in Common

The focus group advocated for a country-wide campaign tied to a specific week or month, so libraries across the country can build momentum and interest. Examples of similar campaigns include One eRead Canada, Banned Book Week and Canadian Library Month.

Expert guidance

Several of the interview subjects suggested engaging an expert panel or advisory committee to support this initiative. A similar approach was used at the University of Calgary when the Misinformation Toolkit was developed for students and faculty. The panel provided guidance on content and pedagogical approaches. Another interview raised the idea of an advisory panel with expertise on user groups, particularly cultural subgroups who would benefit from a tailored and inclusive approach.

Librarians want to address misinformation, but they cannot do it alone—they need partnerships with researchers that can provide expertise and rigorous approaches to implementation and evaluation. (Young et al., 2021, p. 545)

Several people interviewed for this project indicated an interest in staying involved in some way, possibly through an advisory panel.

Testing & evaluation

A project of this scale should leverage the insights of a thoughtfully designed pilot. Participants recommended that the content be tested in three regions of Canada, with different audiences. Researchers noted that it was especially important to test this content in diverse settings with different user groups. The results of the testing will be used to improve the toolkit and curriculum before rolling it out nationally.

Providing education related to mis- and disinformation is an evolving area of practice in librarianship, and the search for effective strategies to reduce the harms of mis- and disinformation preoccupies behavioural scientists, communications researchers, and many others. academic fields. Several articles called for further research. The development and deployment of a Canadian library curriculum is a golden opportunity to deepen knowledge on what is most effective and to apply those learnings to further efforts to stem the rising tide of misinformation.

I haven't seen a lot of evidence yet about exactly what works in this space. There's a lot of research in K to 12 but there's still a lot of experimentation to do in the adult space. – Sam Andrey, Managing Director of The Dais, Toronto Metropolitan University.

Within Library and Information Studies, work has been initiated to develop a research agenda for this space, and has identified the following areas of interest:

- Effective programming formats
- Equipping librarians
- Libraries and the broader political economy
(Young et al., 2021)

This project touches directly on all three areas of further research. At a minimum, this initiative needs an evaluation framework which is designed at the outset and tracks the outcomes and impact of the work in the short and medium term. However, given the need for further evidence, and the scale of this project, a better approach would be to partner with researchers who are keen to study this work and could share the outcomes at a broader scale. This would be a significant addition to the body of research on mis- and disinformation.

Conclusion

This project undertook a literature review to identify evidence-based strategies to address mis- and disinformation in social settings, followed by a thorough environmental scan which surveyed the library sector, held a focus group with program developers, and interviewed researchers, experts, and practitioners.

Canadian public libraries are poised and ready to act. Staff across 3,350 locations recognize the need for swift action to slow the flow of mis- and disinformation and protect Canada from its harms. Investing in the development of a national evidence-based toolkit will open the floodgates for public libraries to teach evidence-based strategies at a grassroots community level on a national scale.

Appendix A: Comments from the Survey

Responses to the question “Is there anything else you’d like to say on this topic?”

I'm grateful for this initiative you've started. I think this is a massive issue in our democracy and the world right now. As I've been getting more involved in climate action I'm increasingly aware of the terrible misinformation happening there, often funded by large corporate interests. Do we need staff training as well as public sessions?

The need / role of the library doing this kind of training along the lifespan. The need for staff training on this on how to facilitate and support this learning in natural customer contexts as well as formal learning contexts (as many people who struggle to recognize misinformation and disinformation would not think they need to attend a program about this).

We have a keen interest in offering more of these kind of programs. However, staff find it challenging to find the right topic and angle that would be of great interest to our customers. Attracting a audience for these important topics can be a challenge.

It has been very difficult to find appropriate training, we've been exploring this on and off for years, and haven't landed on anything we want to move forward with. Part of the problem is how to attract participants to this kind of program.

We've offered training on media awareness/bias/accuracy/literacy but it was over 5 years ago, and not very well attended. Although the topic is important, it has, in our limited experience, been challenging to attract people to the library for this type of programming. Branding and marketing the training will be important.

Information on who is funding specific types of disinformation might also be useful!

"Toronto Public Library is working on developing a mis/dis public facing program this year. Included in this will be a staff training package that will include a booklist and electronic resources for further knowledge. A few years ago we developed a webpage on how to spot fake news
<https://www.torontopubliclibrary.ca/spotfakenews/>

This webpage is retired. We will be updating it this year. I am happy to book a call if you would like to talk about this. Thank you."

The biggest barrier to offering this sort of training is that we don't think that people would participate. People consistently overestimate their own ability to judge what is true. It is similar to offering seminars on budgeting and finances. The education is needed, but people aren't interested in participating. I don't know how to overcome that complacency.

What legislative options would be most effective in helping to tackle the issue. All the education in the world, won't be enough to tackle this issue on its own, without legislative action.

This is a very broad topic that is I feel would require extensive training on which makes it challenging to implement in a workplace.

"The social forces complicating this topic make it challenging to provide effective training. Strategies for addressing the root causes of misinformation spread are useful to understand, but

difficult to implement. The Library's approach at this time is focused on creating an environment that fosters curiosity and learning to allow people to understand these complex issues without immediately reacting.

While our workshops provide tools and strategies for combating misinformation/disinformation, the whole session is designed to make students curious and think more critically about the media they consume and how they create and share it with their friends and family."

Along with programming, Burlington Public Library, like other public libraries across Canada, subscribes to the learning platform 'LinkedIn Learning' which community members can access for free with their library card. LinkedIn Learning provides several subject-expert video tutorials and courses on mis- and dis-information like: Tech Ethics: Avoiding Unintended Consequences, which includes sessions on Truth, Disinformation and Propaganda, Tech Ethics, Eight Major Risk Zones, etc.

I would be interested in resources to make this training available at the Hanna Municipal Library.

the sessions would have to be based on IF and equity the their mutually reinforcing role in the foundation of public library work. all staff take courses yearly and on hire on these topics.

Segments on mis- and dis-information literacy have been included in other programs with success: writing workshops, book clubs, digital literacy workshops. This permits individuals who didn't specifically sign up for an "identifying dis-information" workshop to still learn about relevant skills and knowledge to integrate that into their information seeking practices.

I would like to see my organization do MUCH more regarding media and information literacy for all demographics. We do have a pamphlet available regarding media literacy with tips and recommended resources, but I don't think many people actually pick it up or know how to use the information provided. Staff have completed media literacy training, but I don't think that happens frequently enough or is given the level of attention it warrants.

Appendix B: Interviews and Focus Group

The following people were interviewed for this project:

Sam Andrey, Managing Director, The Dais, Toronto Metropolitan University. The Dais is a public policy and leadership think tank at Toronto Metropolitan University. Sam is the lead author of the annual Survey of Online Harms in Canada.

Emily Burns, Director, Education and Impact, Ontario Library Association – organizer of the Digital Odyssey, a one-day summit focused on misinformation and disinformation and Canadian libraries.

Andrea Cecchetto, Director of Service Excellence, Markham Public Library.

Toby Greenwalt, Principal, Flywheel Strategies / Greewalt Consulting. Coordinated and developed content for ALA's SuperSearchers initiative.

Devon Greyson, Assistant Professor, School of Population and Public Health, University of British Columbia. Lead researcher of a study of misinformation and intellectual freedom in Canadian public libraries.

Tiffany Kwok, Policy Analyst, the Dais, Toronto Metropolitan University.

Fiona O'Connor, Senior Services Specialist, Digital Literacy Initiatives, Toronto Public Library.

Jessie Sutherland, Director & Founder, Intercultural Strategies Inc.

Deanna Troust, Founder and President, Truth in Common. Provides workshops and strategies to counter misinformation and has collaborated with DC Public Library and the Urban Libraries Council.

Justine Wheeler, Assessment Librarian, University of Calgary. Principal Investigator in developing the *Building Resilience to Misinformation Instructional Toolkit* for the University.

The following people participated in the library programming focus group:

Amanda Arbuthnot, Service Design Lead, Calgary Public Library

Cynthia Gatto, Service Manager, Eastern District, Halifax Public Library

Joe Geary, Community Librarian, Saskatoon Public Library

Nikola Mitrovic, Librarian, Burnaby Public Library

Susan Prior, Manager, St. John's Public Libraries, Newfoundland & Labrador Public Libraries

Erin Watkins, Manager, Programming & Learning, Vancouver Public Library

Appendix C: Bibliography

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