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Facebook-Based News Consumption among University Students in Bangladesh: A Systematic Literature Review of Trust, Verification, and Political Opinion Formation

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Abstract

Facebook has emerged as a key news source among university students in Bangladesh and similar settings, but the scholarly literature on this phenomenon remains widely dispersed in the fields of journalism studies, media literacy studies, misinformation studies, and political communication. The systematic literature review is a synthesis of the existing literature on Facebook-based news consumption among university students, and it has especially focused on trust, verification habits and political opinion formation. The review is based in Bangladesh but is comparatively extended to South Asia and similar Global South contexts to elucidate which results are context-specific and which are indicative of platform-wide dynamics. As Abid et al. (2025) and Shahwar et al. (2025) suggest in related review scholarship, Facebook-based news consumption needs to be viewed as a multi-layered process, but not as a mere exposure. Students initially experience news in a platformed and socially mediated information space, then judge credibility using familiarity, media branding, peer recommendation, and virality, only to follow up with selective verification practices, which, together with these processes, create issue salience, political opinion, and participation. Available literature demonstrates that students tend to use Facebook as a matter of routine and for incidental news, yet their verification behaviour is mixed, and their judgement of trust is skewed. The review finds that future studies in Bangladesh should not focus on individual treatments of misinformation, but instead construct combined tests of exposure, trust, checking behaviours, and political interpretation within a single framework.

Keywords: *Facebook; university students; news consumption; trust; verification; formation of political opinion; Bangladesh; systematic literature review.*

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Introduction

The interaction between social media and news consumption has transformed the communicative experience of university students all over the world, yet its impact is particularly significant in the countries where Facebook is used as a prevailing informational infrastructure. As Islam and Islam (2024) claim, Facebook is not just a social networking platform in Bangladesh. It is a place where students get breaking news, commentary, live updates, and debates on issues, share screenshots, debate emotionally charged claims, and are exposed to political narratives that are either professional or amateur. This change implies that the question of how students consume news cannot be narrowed down to the question of whether they read newspapers, watch TV, or visit online news portals directly. It has now become a platformized space where professional news, peer circulation, influencer commentary, rumor, political messaging, and misinformation live together in the same feed. The fact that the environment is important is due to the fact that university students play a special role in the media and political life of Bangladesh. They are amongst the most frequent users of networked media, and they are often viewed as a significant audience to civic discourse, political mobilisation, and the shaping of opinion. However, their access to information on Facebook is conditioned by the factors that make classical assumptions of informed citizenship difficult. The platform favours speed, exposure, frequency, and social approval. These affordances have the potential to expand access to public information, but may also enhance selective exposure, obscure the difference between verified journalism and social commentary, and alter the chronology in which credibility is evaluated (Fletcher & Park, 2017).

There is now a significant body of scholarship that speaks to various aspects of this problem. Other works examine misinformation and fake news among university students. Others specialise in news literacy, media trust, digital political participation, or public opinion. Recent scholarship in Bangladesh, including Rahman (2025), Islam (2025), Atikuzzaman (2022), and Hasan and Hakim (2025), has discussed how students perceive the threat of misinformation, how social media is influencing political participation, the spread of fake news among learners at the tertiary level and the shifting trend in digital news consumption amongst young people. Nevertheless, these discussions tend to be divided. Trust and verification are often separated, as well as verification and political interpretation.

This review starts by assuming that this kind of segmentation blurs the actual communicative process by which students interact with Facebook-based news. A student who is browsing Facebook does not initially recognise a news item as credible, and then takes the time to check it out, and only then makes a judgment. In most cases, exposure, emotion, source recognition, peer cues, and previous political orientations interact almost simultaneously. Verification can take place following a preliminary decision to trust, or not. Formal checking might be preceded by political interpretation. The review where trust, verification, and opinion formation are incorporated into a single model is thus needed.

The country of Bangladesh provides a particularly eye-opening case of such a synthesis. The nation is a blend of swift platform uptake, a highly noticeable Facebook public domain, ongoing deliberation regarding misinformation, and a politically significant student body. However, a Bangladesh-only critique would not be adequate, since the same group of concerns is apparent throughout South Asia and similar Global South contexts where social media platforms have become the primary way of news dissemination, civic action, and credibility bargaining.

This review will commence with the assumption that this kind of segmentation hides the actual communicative chain in which students are involved in consuming Facebook-based news. A student who is going through Facebook does not first recognise a news story as trustworthy, then take his/her time to confirm it, and only after that, he/she makes an opinion. In most instances, exposure, emotion, source recognition, peer cues and previous political orientations interact nearly simultaneously. Verification can follow a first trust judgment, or it can be none. Formal checking might be preceded by political interpretation. There is a need, therefore, for a review that incorporates trust, verification and opinion formulation in a single model. As Lamichhane and Dhakal (2024) indicate in the South Asian youth literature, the context of Bangladesh is particularly unveiling of such a synthesis. The nation represents a combination of fast platform adoption, a publicly visible Facebook space, ongoing discussion of misinformation, and a politically relevant student body. However, a Bangladesh-alone review would be inadequate as the very same set of concerns is evident throughout South Asia and similar Global South contexts in which social media platforms have emerged as the locus of news flow, civic expression, and credibility bargaining. This extension of the review thus does not water down the Bangladesh focus; on the contrary, it assists in determining which of the findings are structurally similar, and which seem to be more context-specific.

This research paper attempts to answer five questions. To start with, what does the existing literature tell us about Facebook-based news consumption among university students? Second, what influences the trust that students place on Facebook-mediated news? Third, what verification practices are reported in the literature? Fourth, what is the effect of Facebook-based news exposure on political opinion formation, and political participation? Fifth, what are the conceptual and methodological gaps, particularly in relation to Bangladesh?

The study contends that Facebook-based news consumption among university students is best conceptualised as a layered process. Exposure through platforms brings about frequent and accidental exposure to public information. The operation of trust judgments is then projected via familiarity of the source, social recommendation, media branding, and emotional appeals. The practices of verification have been shown to be selective and not equally spread in contexts and individuals. The combination of these three layers determines the way in which political issues are perceived, debated and acted. This combined knowledge, although not explicitly evident in the current literature, has significant consequences for future research in Bangladesh.

Conceptual Background and Review Logic

The first step in any serious review of the consumption of Facebook-based news among students should be to define the conceptual vocabulary of the field. The first important term is platformized news consumption, meaning the transition of direct relationships between the audience and news institutions as to platform-mediated exposure based on algorithms, social connections, and interface design. As Fletcher and Park (2017) note, audiences in such settings often get to see news in bites or socially filtered news. The news content does not come out as a piece of information in the form of a news report, but rather as an object of sharing, a screenshot, a reaction magnet or an intertwined object of information and social meaning. This is important to university students since the platform does not simply convey content; it organises what seems to be salient, timely, or worth attention.

The second concept is news trust. The classical discourses of news credibility tend to concentrate on the news as a profession, the criteria of editorial judgement, the reliability of sources, and the legitimacy of the institution. However, in the social media context, trust is influenced by more multidimensional cues. Students can believe a piece of information because it originates with a familiar media brand, is shared by a close friend, has become viral, appears emotionally plausible or fits existing beliefs. As Swart and Broersma (2022) argue, platform-based news is not quite institutionally endowed but socially dispersed, and therefore, it is trusted. This difference is crucial in Bangladesh, where discussions of misinformation, clickbait, partisan discourse, and lack of credibility became the primary topic of media discourse.

The third is verification. In everyday language, verification has become a loose term that is typically used to describe the collection of practices that users use to determine whether a claim is true and therefore should be believed, shared, ignored or challenged. Such practices can involve cross-checking a different source, reading past the headline, going to the original page, using a fact-checking service, searching keywords, or using a trusted peer. However, as Haque et al. (2020) and Muzykant et al. (2022) indicate, these practices are not usually systematic. They are conditional and tend to be activated when there is high suspicion. Verification is thus not considered as a binary capacity but as a socially and situationally distributed habit, according to the review.

The fourth is the formation of political opinion. In this case, the literature does not imply that Facebook is a determinant of what students believe in a mechanical way. Instead, it implies that the platform has the power of making certain issues visible, how they are presented, what interpretations are reproduced, and which types of participation are promoted or suppressed. Formation of political opinion, therefore, involves issue salience, interpretive congruence, affective confirmation, readiness to converse about politics and, in certain instances, campaign

or cause participation as discussed by Islam and Islam (2024) and Ahmad et al. (2019). A wider perspective than a myopic view of voting behaviour is more suitable.

The reasoning behind this review is thus integrative. It does not see Facebook-based news consumption as a descriptive media-use phenomenon, but rather as a process by which students travel (sometimes quickly and without awareness) between exposure and trust judgments, between trust judgments and selective checking, and between these two experiences together to political interpretation. This is not the language used in the reviewed literature, but in the synthesis of the literature in terms of themes, it recurrently is directed to this order.

Methodology of the Study

The article is presented in the format of a systematic literature review with a thematic synthesis design. It is not intended to derive a statistical meta-analysis, which would be inappropriate due to the heterogeneity of methods, contexts, and outcome measures in the available literature. Instead, the review aims at identifying, filtering, comparing, and synthesising the scholarship that is pertinent to Facebook-based news usage among university students with an emphasis on trust, verification habits, and the formation of political opinion.

The search strategy was constructed on the basis of five clusters of terms, namely platform (Facebook, social media); news behavior (news consumption, news use, news exposure); credibility and checking (trust, credibility, verification, fact-checking, misinformation, fake news); political outcomes (political opinion, public opinion, political participation, political engagement); and population/context (university students, college students, youth, young adults, Bangladesh, South Asia). Following related review designs used by Abid et al. (2025) and Sultana et al. (2024), structured scholarly discovery was employed to search, and the search results were filtered with Google Scholar-type and materials held within repositories to locate pertinent peer-reviewed articles and theses and analytically useful reports.

The inclusion criteria required that the studies meet three substantive criteria. First, they were required to reach directly to university students, tertiary-level students, youth, or closely resembling young adult groups. Second, they needed to discuss Facebook-based or social-media-based news or information consumption, and not social media use in general as a source of entertainment or interpersonal communication. Third, they were required to talk substantively to at least one of the three substantive dimensions of this review: trust, verification or political opinion formation. The theses prioritised were those that focused on Bangladesh, although studies in South Asia and similar conditions in the Global South were maintained when they provided explanatory value or assisted in placing Bangladesh within a broader trend.

This inclusion strategy needed a pragmatic decision. The distinction between peer-reviewed journal research, master's (thesis) research, repository papers, and high-quality working papers is permeable in certain subfields, particularly in the research of the media studies subfield on

Bangladesh. Omitting any non-journal materials would have given a partial overview of the Bangladesh case, particularly in new domains like student misinformation behaviour. Simultaneously, as Muzykant et al. (2022) and Haque et al. (2020) explain in their study of Bangladesh, the field continues to rely in part on hybrid publication ecologies to adhere to misinformation and media-literacy practices. On this basis, the review gives interpretive significance to peer-reviewed research where feasible, and uses theses and repository materials to explain local voids, emergent themes, or discoveries.

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework (Page et al., 2021) is used to conduct the review, with identification, screening, and thematic selection steps. Nevertheless, this investigation is not purported to be a final database-export audit in the literal bibliometric sense. Here it is about transparency of thought and not on false precision. Conceptual relevance was determined by first screening titles and abstracts, followed by full texts. The following details were obtained about each of the chosen sources: the year of publication, the situation, the population, the focus of the platform, the method, and the results related to trust, verification, and the formation of political opinion.

Its composition was not chronological, but thematic, since the literature was not written in a linear order. Research that is published in the same year might be more similar in common ideas, explanatory statements, or respondent groups than it might be across time. A thematic synthesis thus allowed similar assertions in various study designs and settings to be compared (Thomas and Harden, 2008; Popay et al., 2006).

The heterogeneous nature of the literature is also manifested by this approach. Cross-sectional survey is the most prevalent study design in this field, but other types of studies in the field are qualitative case studies, review essays, human-computer interaction (HCI) research, rumour- and fact-checking studies, and the study of political communication. Such a situation would hide and not explain the relationships between these various types of evidence that a strict methodological hierarchy would obscure and not reveal. Based on this, the current article is not aimed at ranking evidence in a clinical context but is an attempt to map the collective explanations of the relationships between exposure, trust, checking practices, and political interpretation, which are appropriate in terms of integrative and narrative review methodologies that are applied to heterogeneous bodies of literature (Popay et al., 2006; Whittemore and Knafl, 2005).

Findings from the Study

Facebook as a Routine and Incidental News Gateway

The initial key discovery of the literature is that Facebook is now a regular place of exposure to news among students, although not necessarily as a result of intentional news-seeking. Hasan and Hakim (2025), together with Akter et al. (2025), show that Facebook is a common source of updates due to its convenience, speed, accessibility and the ease with which various types

of content are shown in a single location. Facebook is not only competing with newspapers or television websites, but also the necessity to actively search for news at all. A user can also stay on the platform to socialise and yet continue to be exposed to news at all times.

Such incidental news exposure is not a new issue with Bangladesh alone, but it is the Bangladeshi literature that gives it a special impetus since the centrality of the platform is especially high. When students are not in a traditional news habit, they encounter headlines, screen shots, brief text summaries, memes constructed around current events, and discourses of political events. In that regard, the platform decreases the gap between the use of news and social presence.

Meanwhile, the literature demonstrates that the use of Facebook-based news is not a homogenous one. There are students who turn to news pages or traditional sources; there are students who provide more of a peer-based, group-based, or issue-focused community. Others go to Facebook first and verify with sites or YouTube later; others stay within the platform ecosystem. This difference is significant since the entry mode into a news story seems to influence subsequent trust and verification. When a story is initially viewed on a familiar media page, the credibility computation is different from a story initially viewed on a page shared by a classmate or a political meme page.

Youth literature written in South Asia also hints that this trend is relevant in the region. As Lamichhane and Dhakal (2024) argue, surveys of youth political participation in South Asia refer to Facebook as a civic space and as an ambient information space where political matters are rendered visible and debatable. This substantiates the point that the student news experience on Facebook is both informational and relational.

Trust is not Purely Institutional, it is Socially Filtered

A second significant conclusion is that the trust in Facebook-based news is not stable and evenly embedded in professional media institutions among students. Instead, the literature refers to a socially filtered process of trust. Sources are distinctly differentiated by students, which is mediated by platform cues. Brand reputation of media is important, but so are social endorsement, familiarity, repetition and emotional plausibility.

The issue of trust is exacerbated by a discourse of distrust pervading Bangladesh, where people worry about clicking on content, political media, edited visual content, and fake news. Karim (2021) proposes that the consumption of fake news in Bangladesh cannot be attributed solely to a lack of literacy or technical ignorance, but it is also related to the circumstances under which such information seems plausible to the users in the first place. Similarly, research on misinformation trends in Bangladesh demonstrates that the influence of emotion, resonance, and existing interpretive frames tends to drive audience belief, instead of evidence-based testing (Islam, 2021).

The external Bangladeshi literature can be used to explain why this occurs. According to Swart and Broersma (2022), youth credibility tactics research indicates that the young audience evaluates political news through the integration of source indicators, stylistic indicators, and network indicators. They can be convinced by an object due to its familiarity with what trusted media should appear to be like, as it is shared by someone trusted, or because it seems to be popularly spread. Such cues are particularly strong in Facebook settings, whose architecture of visibility allows them to be potent.

It does not imply that students cannot differentiate between professional journalism and low-credibility information. Instead, it implies that the difference is often levelled by social circumstances. For example, a familiar media source can continue to be distrusted as politically partisan, whereas a non-journalism post can be trusted when it is perceived to be socially close and emotionally persuasive. The trust process cannot thus be well represented by a question of whether students trust Facebook. They have more trust on certain content, certain pages, certain people and certain kinds of virality as compared to others.

Verification as Selective, Uneven, and Reactive

Verification is also conditional in case trust on Facebook is socially filtered. In the literature, we can find that students do indeed verify news, although not always, and hardly ever before to all their other cognitive and affective processes are happening. Confirmation is more reactive than preventive. A socially approved and ideologically familiar story that looks ordinary can be passed without cross-checking, whereas a story that seems surprising or threatening can cause cross-checking behaviour.

The studies centred on misinformation in Bangladesh eloquently reflect this trend. Haque et al. (2020) demonstrate that verification is perceived as a necessity by users, journalists and fact-checkers in Bangladesh, yet the reality of how it is done is inconsistent and frequently informal. The study by Atikuzzaman (2022) argues that spreading of fake news among Bangladeshi university students also indicates that knowing how to identify misinformation does not necessarily result in the consistent use of verification behaviours. The same findings can be observed in the research on the spreading of fake content among the tertiary-level students in Rangpur and Jahangirnagar, as the students show a certain ability to recognise dubious content but still report a high number of cases of false information and the restraint of sharing it (Islam et al., 2023; Rifat & Islam, 2025).

Selectivity in verification is partly because students tend to read news in bits. The quick judgments are stimulated by headlines, screenshots, caption summation, and brief political posts. When the initial assessment is achieved, particularly when it is in line with expectations, then the motivation to test can diminish. This implies that the conditions of the attention economy are closely interconnected with verification rather than merely knowledge deficits. This interpretation is reinforced by the media literacy scholarship. Research on the news

literacy of Bangladeshi students suggests that the level of media literacy does impact news use and scepticism, but media literacy does not mean the platform effects stay non-existent (Akter et al., 2025; Muzykant et al., 2022). Learners might be aware of the manipulation of images, impersonation of sources and the existence of clickbait but still use shortcuts of intuition, relational or ideological persuasion. Verification is, however, not the antithesis of trust; it is influenced by preceding trust.

Misinformation, Selective Credulity and Politics of Belief

The literature is categorical that exposure to misinformation by students cannot be explained using a mere dichotomy of informed and misinformed users. A more productive notion is selective credulity: users distrust more or less effectively but are trusting in regular forms. They can disregard the clearly implausible content and nevertheless believe or propagate statements that make sense within the social narratives, political feelings, or emotional anticipations. This kind of pattern is shown in studies specific to Bangladesh. As Karim (2021) notes, fake news has been spreading successfully in the intersection of social media habits, low checking rate, and emotionally charged content.

The study of Islam (2021) similarly argues that misinformation patterns in the country also highlight the fact that audience response is influenced by belief, affect and social circulation as opposed to hard rational examination. Studies of situated fact-checking in the context of Bangladeshi communities provide an additional perspective: checking can be social and contextual and does not necessarily rely on specific community signals or trusted intermediaries, but abstract fact-checking processes in isolation (Sultana & Fussell, 2021). This is important since the research on the use of student news tends to presuppose that the most pressing issue is nothing but the absence of verification. The more important thing is that, perhaps, it is true that credibility judgments are already socially and politically organised, prior to verification. Students do not go about checking every story with equal vigour since not all stories are questioned with equal vigour. This asymmetry can be used to understand why misinformation can still be effective among comparatively educated users.

It is also indicated in the literature that the lack of trust in media institutions by the general population may actually make one even more susceptible to the influence of socially approved misinformation. When students perceive formal media to be politically tainted or commercially motivated, they might give more emphasis to peer circulation or other pages or information that seems to be authentic due to its unofficial look. In this case, the platform environment will reward authenticity performance over evidence demonstration.

Political Opinion Formation, Salience of Issues and Participation

The last significant theme of the literature is connected with the formation of political opinions related to Facebook-based news use. The most convincing argument in the studies reviewed is not that Facebook is making students think in a deterministic manner. Instead, it influences

what they are apt to observe, what interpretations are repeated, and the social organisation of discussion and involvement.

The literature on Bangladesh especially is quite explicit on the contribution of Facebook in the formation of political interpretation. Islam and Islam (2024) analysis of the parliamentary election campaign contends that Facebook manipulated the minds of the people by exposing them repeatedly, setting the issues, getting them framed within the social network and spreading politically charged stories. The analysis of the student population in connection with the political participation also suggests that exposure to social media can lead to an increase in the awareness and participation, though this connection depends on the political culture of students, political trust, and contextual pressures (Islam, 2025).

Similar South Asian research confirms this trend. A study of university students in Pakistan conducted by Ahmad et al. (2019) found that social-media use correlates with political participation, but the strength and character of the relationship depends on the platform, social context, and political context. Wider South Asian surveys indicate that youth involvement via Facebook and similar platforms tends to integrate information seeking, articulation of issues, symbolic involvement and performance of identity (Lamichhane & Dhakal, 2024).

This literature suggests that exposure to news on Facebook influences politics by both cognitive and affective mechanisms. Students may become aware of issues, but they can also be emotionally engaged in particular stories, prone to encountering ideologically consistent material, and prone to frame politics through networked validation instead of deliberative comparison. The formation of political opinions on Facebook cannot therefore be independent of the relational structure of the site.

Discussion

The reviewed studies, when read together, propose a more integrated interpretive model than most of the articles do. Facebook-mediated news use by university students seems to be a repetitive process: students receive news either because it is habitual or incidental; they make pre-judgments about trustworthiness via social and symbolic information; they fact-check selectively, usually not until something arouses suspicion or controversy; and these cumulative experiences lead to political interpretation, issue salience, and even participation. This sequence is important as it questions two simplistic stories. The former is the positive story that greater access to online news, the greater the informed citizenship. The second is the negative story that social media users are simply manipulated by falsehoods. Neither the literature favours one position or the other. Students are not absolutely passive, and at the same time they are not absolutely systematic evaluators. Their determinations are dynamic, but ordered by platform circumstances.

The result in the Bangladeshi context should change the focus of studying the topic. Misinformation, fake news, and harm to the population have rightfully been the subject of

much of the literature. However, such a narrowly focused approach may hide the reality that there is already an unstable boundary between journalism, commentary, advocacy, and rumour in the daily news use on Facebook. The end user can devour a mainstream source, a screenshot shared by a peer, a political quote, and a satirical meme within a few minutes, and all of it can shape the student's political sense of reality.

Another suggestion made by the review is that the gap between exposure and verification is trust. Students are not verifying first and then trusting; they tend to trust provisionally, and then they make a decision about whether they need to verify or not. This understanding has a methodological implication. Questionnaires that indicate checking of facts can fail to capture the question of the stories that elicit checking in the first place. The next step in research should then be on verification thresholds: what types of content, sources, or emotional cues will make students pause and verify?

The other significant implication is with respect to media literacy. The current scholarship on Bangladesh has already demonstrated that media literacy is important, yet the current review indicates that literacy can no longer be viewed as a technical ability of recognising fake information. It can also be perceived as a social navigating practice. Students must have not only the skills to identify manipulated content, but also the skills to understand how social proximity, political affiliation, virality and emotional appeal influence their personal assessments of trust.

Lastly, the review suggests that political opinion formation in platformed environments is not simply a matter of exposure to politics. It deals with the naturalisation of some issue frames and the relational support of some interpretations. In this respect, Facebook is not a news channel, but an infrastructural system of the public meaning. Its political impacts are thus cumulative, relational and often indirect.

Research Gaps and Future Study

The reviewed literature has a number of evident gaps. To begin with, research has a tendency to separate trust, verification, and opinion formation in politics as opposed to analysing them as part of a single process. This disintegration is particularly apparent in Bangladesh, as some of the studies revolve around misinformation and others around political participation, with a small number of studies incorporating both.

Second, the work on Facebook is still underdeveloped. Most studies fail to differentiate platforms by lumping them into social media, despite Facebook still playing a specific role in Bangladesh as a news gateway and a space of public-discussion. Platform-blind studies are a threat to flatten significant differences in exposure pathways and credibility cues.

Third, the majority of the evidence that is available is cross-sectional and self-reported. Students are usually questioned about whether they trust, verify or engage but are rarely

monitored in the process. This introduces a dislocation between the behaviour and the interpretive practice. Additional qualitative and mixed-method research is required to encompass the way students rate news as it happens.

Fourth, the literature on Bangladesh is still largely dependent on thesis and repository literature on a number of subtopics, particularly student-centric misinformation and trust behaviour at the university level. This suggests an expanding field, yet more peer-reviewed journal scholarship is required.

Fifth, there is still a lack of comparative work. Bangladesh is a country that is frequently addressed independently despite most of its communicative contexts being similar to other South Asian and Global South settings. Comparative research might help determine whether patterns observed are related to local media politics, platform logic, or both.

Three directions seem particularly promising for further research. The first is an integrated empirical design that examines exposure, trust, verification, and political interpretation simultaneously. The second one is an increased emphasis on non-crisis news consumption, not the consumption of fake-news events. The third one is comparative work, which compares Bangladesh with Pakistan, India, Nepal, or other Facebook-centred settings to test the mechanisms that cross settings.

Conclusion

This methodical literature review has stated that Facebook-based news reading among university students cannot be considered a straightforward gauge of platform use but as a multi-layered communicative process. It is proposed in the literature that students' exposure to news on Facebook is common and often incidental; they are evaluated through a socially filtered process of trust; they evaluate selectively and unequally; and they use the mediated experiences to make sense of politics, form opinion, and occasionally act.

The situation in Bangladesh is particularly interesting as Facebook is an abnormally prominent figure in the national information space, and the issues of misinformation, trust, media literacy, and political communication are acute. But the Bangladesh case can be understood even better in the context of similar South Asian and Global South studies. The intersection is dramatic: Facebook facilitates exposure, trust is based in social and symbolic indicators, verification is conditional, and political meaning is influenced by the recurring circulation of networks.

The main point of the review is thus quite simple yet significant. Exposure to news, trust, verification and formation of political opinion cannot be researched as individual issues. They are interdependent moments in a single platform-mediated process. Subsequent research which acknowledges this dependence will be more likely to unravel the mystery of how university students in Bangladesh and other such situations manage the more and more ambiguous divide between information, sociality, and politics.

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