

MEDIA LITERACY FOR FIGHTING DISINFORMATION

WHAT DISINFORMATION IS?

False information that intends to mislead the receiver and that is spread with bad intentions.

Disinformation differs from misinformation in the sense that disinformation is deliberate.



WHY IS IMPORTANT TO FIGHT AGAINST?

**DISINFORMATION HAS THE POWER
TO DECEIVE AND HARM THE POPULATION**

Exposure to disinformation can result in poor judgement and in a degradation of the information quality.

Disinformation can also have numerous detrimental effects for individuals, organizations, and society at large.

**IT IS IMPORTANT TO FIND EFFECTIVE WAYS
TO COUNTER THE NEGATIVE CONSEQUENCES
OF DISINFORMATION.**



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WHO IS AFFECTED BY DISINFORMATION?

MICRO-LEVEL

Individuals may experience confusion, anxiety, and difficulty on distinguishing between true and false information.

Exposure to disinformation can also have a durable impact on people's beliefs, attitudes, behavioural intentions, and behaviours.

MESO-LEVEL

Institutions and **organizations** may suffer from a loss of trust and credibility, harming their reputation and goals.

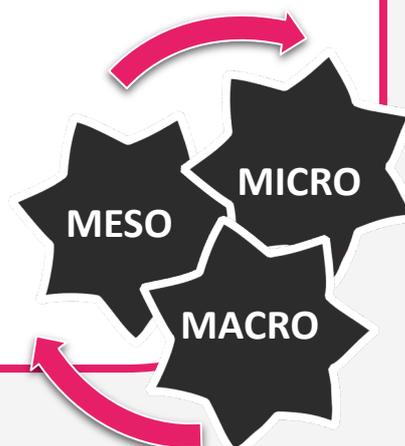
Disinformation that directly relates to an organization can even have extreme negative consequences.

MACRO-LEVEL

Media, government and **democracy** may suffer general distrust.

Distrust can lower citizen participation and confidence on related institutions, such as government, law, science, or healthcare.

**MICRO, MESO AND MACRO LEVELS
ARE INTERCONNECTED
AND CAN IMPACT EACH OTHER.**



MEDIA LITERACY FOR FIGHTING DISINFORMATION

WHAT MEDIA LITERACY IS ?

Individuals' ability to access and critically analyze and evaluate media messages, empowering them to make informed decisions about the media they consume, create, and share.



STUDIES ON MEDIA LITERACY INTERVENTIONS

An analysis of 103 studies of Media Literacy Interventions revealed that they were mainly conducted in the US, Europe or a combination of both, and they were mainly focused on the identification of short-term effects.

WESTERN BIAS



80%

US and Europe

20%

Asia and Africa

SHORT-TERM VS LONG TERM EFFECTS

81%



19%



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STRATEGIES FOR MEDIA LITERACY INTERVENTIONS

46% Passive inoculation  22% Active inoculation

Interventions where participants are spectators and passively receive the message (**Passive**) or having some form of perspective taking or role play as a disinformation creator (**Active**).

11% Logic-based  22% Source-based 

Interventions that explain the fallacious reasoning in the disinformation argumentation (**Logic**) or undermine the plausibility of the disinformation or the credibility of its source (**Source**).

2/3 Technique-based  1/3 Issue-based 

Interventions that focus on the ability to identify and guard themselves against various disinformation techniques (**Technique**) or try to warn about a particular type of disinformation (**Issue**).

MEDIA LITERACY INTERVENTIONS COULD INCLUDE DIFFERENT STRATEGIES

(e.g. active inoculation interventions were all technique-based)

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WHAT DID THE INTERVENTIONS MEASURE?

USER'S ASSESSMENT

64% measured **veracity measures**

19% measured **sharing/linking intentions**

SELF-PERCEIVED MEDIA LITERACY

15% measured **perceived media literacy**

PSYCHOLOGICAL DIMENSIONS

33% measured **beliefs and knowledge**

30% measured **attitudes**

16% measured **intentions**

9% measured **behaviors**



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**EVIDENCES
FROM THESE INTERVENTIONS
FOR...**

STAKEHOLDERS

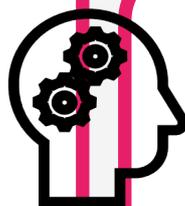
MEDIA LITERACY FOR FIGHTING DISINFORMATION STAKEHOLDERS

EVIDENCE SHOWS...

RECOMMENDATIONS

1

Critical thinking skills contribute to distinguish between true and false information, and to be responsible for content creation without disinformation.



Media literacy programs should **enhance critical thinking skills**.

2

Besides assessing the accuracy of truth judgement protocols should measure psychological effects such as knowledge, beliefs, attitudes, intentions and behaviors.



Improve monitoring and the **evaluation** of media literacy impacts.

MEDIA LITERACY FOR FIGHTING DISINFORMATION STAKEHOLDERS

EVIDENCE SHOWS...

RECOMMENDATIONS

3

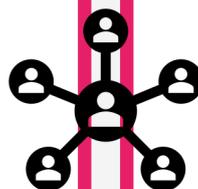
Comparisons among media literacy policies contribute to identify the most effective strategies in combating disinformation.



Promote **collaboration** to establish **standardized outcome measures**.

4

Sharing results and progress of the actions taken contributes to assess their effectiveness for informed decisions.



Dissemination should be implemented through **dialogue** with the various stakeholders involved.

MEDIA LITERACY FOR FIGHTING DISINFORMATION STAKEHOLDERS

EVIDENCE SHOWS...

RECOMMENDATIONS

5

Media literacy interventions are key for building a trustworthy and democratic public sphere. **disinformation.**



Support and funding the **research**, the **development**, and **implementation** of media literacy programs.

6

Quality journalism is crucial in combating **disinformation.**



Media organizations should benefit from **more funds** to keep up with their efforts to **provide accurate, reliable, and verified information.**

MEDIA LITERACY FOR FIGHTING DISINFORMATION STAKEHOLDERS

EVIDENCE SHOWS...

RECOMMENDATIONS

7

Actions conducted by libraries, adult education institutions, and higher education, have shown positive results in countering misinformation.



Support and expansion of formal and informal initiatives for different ages.

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HOW TO STRENGTHEN MEDIA LITERACY INTERVENTIONS

Considering the **lingering impact of disinformation**, since using real disinformation in experimental research could inadvertently contribute to the perpetuation of false beliefs among the participants.

Defining strategies addressed to **diverse targets** in the overcoming of disinformation.

Developing **monitor** and **evaluation protocols** for collecting empirical data on the impact

