

Module 7 (Part 3)

Making the Internet a Safer, Fairer, & Honest Space



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Module 7 (Part 3)

Part 3 Focus Area:

Universities and Media
Education: Strengthening Digital
Citizenship in Europe



Module 7

Making the Internet a Safer, Fairer, & Honest Space

This Module explores ethical challenges and governance in digital media, highlighting the role of media professionals, educators, and civil society in promoting accountability, media standards, and digital literacy.

MODULE 7 (Part 1)

Topic 1

Ethical Journalism in the Digital Age: The Role of European Media Standards

Examines how media professionals can maintain credibility, combat misinformation, and uphold ethical reporting standards..



MODULE 7 (Part 2)

Topic 2

Multi-Stakeholder Collaboration for Inclusive Digital Governance

Discusses how governments, CSOs, and tech companies can co-create policies that ensure a safer and more inclusive digital space.



MODULE 7 (Part 3)

Topic 3

Universities and Media Education: Strengthening Digital Citizenship in Europe

Explores how higher education institutions can equip students with critical media literacy skills to navigate the digital landscape



MODULE 7 (Part 4)

Topic 1

The Role of Civil Society in Holding Digital Platforms Accountable

Highlights how activists and watchdog organisations monitor tech giants, advocate for transparency, and push for policy changes



Focus Areas (4): Each of the **4 Topics** covers **3-4 Focus Areas**, with – Introduction, Context, Case Studies, Videos, Tools etc.

Resources Section: Each topic has a **Resources Area** complete with a set of digital tools, exercises and resources to assist learning application and to provide a deeper interactive level of understanding.

Conclusions: Provided on each topic at the Module in **Part 4**.

Module Overview

This module highlights the collective role of media professionals, educational institutions, and civil society organisations (CSOs) in maintaining ethical digital environments.

It explores media standards, governance frameworks, and the importance of digital literacy in promoting responsible online spaces. Participants will examine challenges and opportunities in promoting credible journalism, multi-stakeholder governance, and digital citizenship in Europe through real-world case studies, policy discussions, and digital tools.

YOU ARE HERE

TOPIC 01

Ethical Journalism in the Digital Age: The Role of European Media Standards

Examines how media professionals can maintain credibility, combat misinformation, and uphold ethical reporting standards.

TOPIC 02

Multi-Stakeholder Collaboration for Inclusive Digital Governance

Discusses how governments, CSOs, and tech companies can co-create policies that ensure a safer and more inclusive digital space.

TOPIC 03

Universities and Media Education: Strengthening Digital Citizenship in Europe

Explores how higher education institutions can equip students with critical media literacy skills to navigate the digital landscape.

TOPIC 04

The Role of Civil Society in Holding Digital Platforms Accountable

Highlights how activists and watchdog organisations monitor tech giants, advocate for transparency, and push for policy changes.



Module Snapshot

Focus Area:

Ethics & Governance

Aim:

Focuses on building multi-stakeholder governance models and accountability mechanisms for digital platforms. This section highlights the collective role of media professionals, educational institutions, and civil society in maintaining ethical digital environments. It emphasises media standards, governance, and digital literacy.



Key Words:

- Ethical Digital Spaces
- Online Accountability
- Multi-Stakeholder Governance
- Digital Collaboration, Transparency
- Media Integrity
- Inclusive Platforms
- Universal Design
- Citizen Participation
- Fair Digital Practices
- Civil Society Engagement
- Journalism & Media Standards
- Universities and Media Education
- Policy & Regulation



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Introduction:

Universities and
Media Education:
Strengthening
Digital Citizenship
in Europe



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promoting media
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Focus Area 3:
Academic research
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Module 7 (Part 3) Interactive Learning Elements

**52 Slides**

**01 Exercises**

**03 Videos**

**01 Case Study**

**01 Digital Tools**

**04 Toolkits & Guides**

**06 Articles & Reports**

**04 Real World Examples**

Learning Outcomes

Topic 1: Ethical Journalism in the Digital Age: The Role of European Media Standards

- Analyse the role of European media standards in promoting ethical journalism and combating misinformation in the digital age.
- Evaluate the challenges journalists face in maintaining objectivity, transparency, and public trust in digital media environments.



Learning Outcomes

Topic 2: Multi-Stakeholder Collaboration for Inclusive Digital Governance

- Examine the roles of governments, civil society, and private sector actors in shaping inclusive and accountable digital governance.
- Assess best practices for enabling multi-stakeholder collaboration to address issues such as platform regulation, online safety, and digital rights



Learning Outcomes

Topic 3: Universities and Media Education: Strengthening Digital Citizenship in Europe

- Explore how universities contribute to digital literacy and responsible media consumption among students and the wider public.
- Develop strategies for integrating critical media education into higher education curricula to empower digital citizens



Learning Outcomes

Topic 4: The Role of Civil Society in Holding Digital Platforms Accountable

- Identify the key advocacy tools and legal mechanisms used by civil society organisations to demand transparency and ethical governance from digital platforms.
- Evaluate the impact of civil society interventions on platform policies related to misinformation, algorithmic bias, and data privacy



Topic 3

Universities and Media Education: Strengthening Digital Citizenship in Europe





Overview

Universities and Media Education: Strengthening Digital Citizenship in Europe

This section explores how higher education institutions equip students with digital media literacy skills and prepare them to critically engage with online information. It highlights academic programs, initiatives, and best practices for facilitating digital citizenship.



Key Definitions & Concepts

- 01 Digital Citizenship:** Empowering individuals to participate ethically in online spaces
- 02 Media Literacy in Higher Education:** Developing informed digital consumers
- 03 Research and Policy Influence:** The role of academia in shaping digital governance



EU Media Literacy Policy



Strengthening Media Literacy Across the EU

The EU promotes media literacy as vital for active participation in today's digital society. Member States are encouraged to develop national strategies, supported by the Audiovisual Media Services Directive, which mandates regular reporting. However, national efforts vary widely.

The European Commission and Parliament continue to emphasize media literacy as key to societal resilience, with initiatives like the European Democracy Shield aiming to counter manipulation.

A multi-stakeholder approach is essential to foster critical thinking and informed engagement.

Media Education

Media education is a contemporary educational discipline focused on helping individuals understand how media and technology shape society and culture.

It emphasizes core principles such as media awareness, critical thinking, analytical skills, and the responsible and effective use of digital tools and platforms.

(Almaani, 2024)



Why Media Literacy Matter



Media literacy aims to strengthen individuals' capacity to critically engage with media content by fostering skills in message analysis, credibility assessment, bias recognition, and the identification of propaganda and misinformation (*Mohammad et al., 2024; Safori & Sorri, 2024*).

These competencies are essential for meaningful participation in today's information-rich society and for enhancing the public's ability to interact effectively with news sources, digital technologies, and various forms of media communication (*Abuhasirah & Ismael, 2023; Dadakhonov, 2024; Shalevska, 2024*).

Why Media Literacy Matter



Given the overwhelming volume of content circulating through both traditional and social media channels, there is an urgent need to establish foundational **media literacy education**. In response, many universities have begun integrating media literacy into their academic programs (*Salameh, 2019*).

Students' lack of understanding of media literacy concepts and their application in daily life impedes their ability to critically analyze and evaluate media content, which can result in negative consequences for their personal and academic lives (*Al-Masshaqbah & Abuhasirah, 2023; Fabbro & Gabbi, 2024*).

What is Digital Citizenship?



Digital citizenship refers to the responsible and ethical use of digital technologies to engage in society, communicate with others, and participate in civic life.

It encompasses a wide range of behaviors and competencies, including:

- Respecting others online
- Protecting personal and community data
- Navigating digital spaces with critical awareness
- Participating in democratic processes through digital platforms

In higher education, digital citizenship is not just about technical skills- it's about cultivating informed, ethical, and active participants in digital society. Universities play a key role in helping students understand their rights and responsibilities as digital citizens.

Universities & Media Education for Strengthening Digital Citizenship

Exploring 3 Focus Areas in Universities and Media Education for Strengthening Digital Citizenship

01

The role of universities in promoting media literacy and critical thinking

02

Integrating ethical journalism principles into digital education

03

Academic research on digital media influence and misinformation trends



“Media literacy is not just important, it's absolutely critical. It's going to make the difference between whether kids are a tool of the mass media or whether the mass media is a tool for kids to use.”

Linda Ellerbee





Focus Area 1

The role of universities in promoting media literacy and critical thinking

The role of universities in promoting media literacy and critical thinking

In an increasingly digital society, universities hold a unique position as both educators and civic institutions. This focus area explores how higher education contributes to digital literacy and responsible media consumption among students and the wider public. It also guides learners in developing strategies to integrate critical media education into curricula, empowering individuals to become active, ethical digital citizens.



Universities as Drivers of Media Literacy



Universities and other higher education institutions promote media literacy and critical thinking through media education and high-quality scientific research.

Universities across Europe:

- Offer media programmes, such as journalism training and media education.
- Offer individual media literacy courses in different disciplines.
- Integrate media literacy and critical thinking into the curricula to prepare informed citizens.
- Conduct high-quality scientific research that broadens the knowledge base.
- Organize media literacy seminars, events, campaigns etc., which are open to the public.
- Collaborate across

Universities as Drivers of Media Literacy



By embedding digital literacy into teaching and learning, universities help students:

- Navigate digital environments safely and ethically
- Critically evaluate online information and media sources
- Understand the societal impact of digital technologies
- Create ethical media content

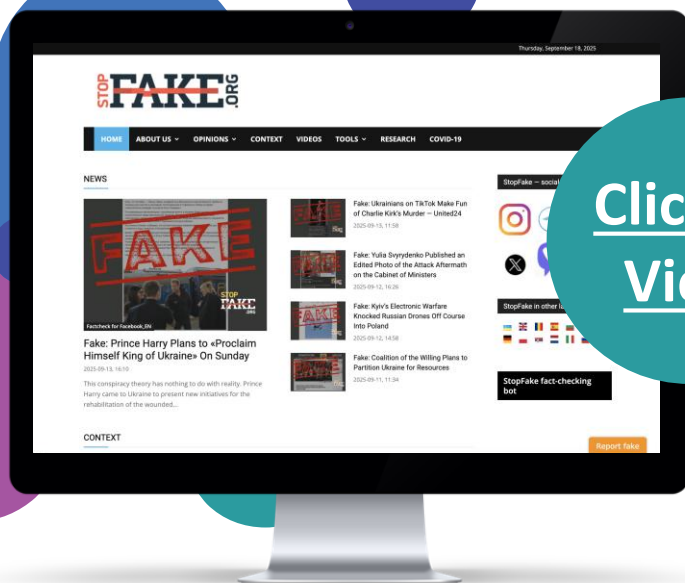
Digital literacy in this context includes technical skills, critical thinking, and ethical awareness. It prepares students not only for the workforce but also for meaningful civic engagement in digital spaces.

University-led Examples

Mohyla School of Journalism in Kiev, Ukraine

They offer courses on media ethics, disinformation, and constructive reporting. They Train journalism students to cover stories with social responsibility and nuance. In 2014 they launched the Stopfake.org fact checking site, together with the KMA Digital Future of Journalism project, as well as journalists, editors, IT specialists, and translators. Initially the goal of the project was to verify and refute disinformation and propaganda about events in Ukraine being circulated in the media is now an information hub where they examine and analyze all aspects of Kremlin propaganda.

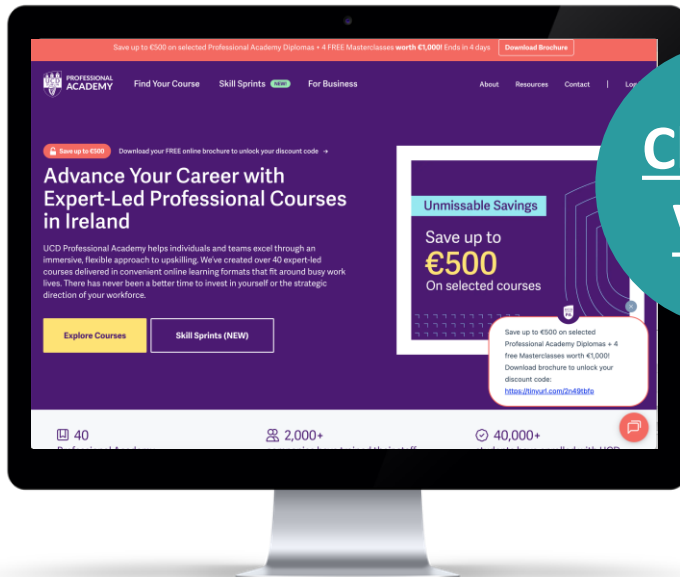
Today the team of media professionals fact-check, de-bunk, edit, translate, research and disseminate information in 14 languages: Ukrainian, Russian, English, Spanish, Serbian, Turkish, French, German, Italian, Dutch, Czech, German and Polish, Bulgarian.



University-led Examples

Dublin City University , Ireland

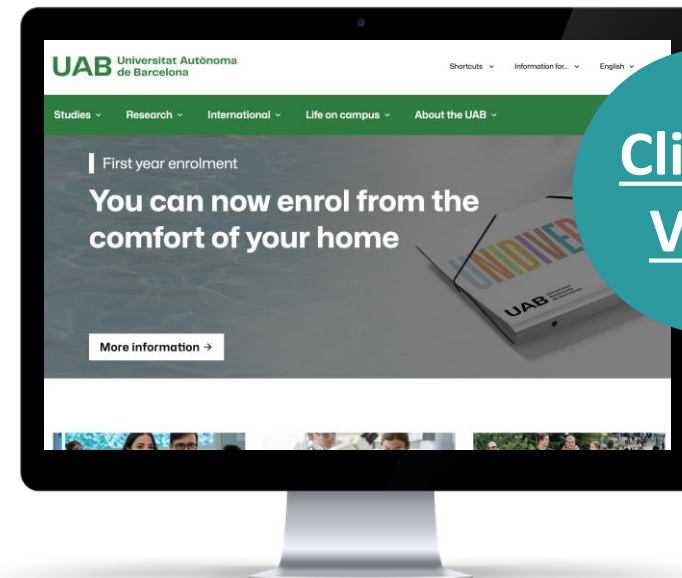
- Through its Institute for Future Media, explores media narratives in conflict zones.
- Collaborates with NGOs to develop workshops on conflict-sensitive reporting.



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Universidad Autónoma de Barcelona & UNESCO, Spain

- Offers online courses in Media and Information Literacy for journalists and policymakers, focusing on human rights-based and peace-centered narratives.



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Promoting Responsible Media Consumption



Responsible media consumption involves the ability to:

- Identify credible sources and detect misinformation
- Recognize bias and manipulation in digital content
- Reflect on one's own media habits and their impact

Universities foster these skills through interdisciplinary approaches, combining media studies, ethics, communication, and technology. They also serve as platforms for public engagement, offering workshops, campaigns, and open-access resources that extend digital literacy beyond the student body.

Universities can promote media literacy by:

- Embedding critical analysis into curricula across disciplines
- Encouraging debate and fact-checking
- Supporting open educational resources and media projects
- Training faculty in digital and media literacy (DigCompEdu)

Integrating Critical Media Education into Curricula

Critical media education goes beyond teaching students how to use digital tools—it encourages them to question how media shapes perceptions, influences behavior, and affects democracy.

Effective integration strategies include:

- Embedding media literacy modules into existing courses
- Using case studies and simulations to explore real-world issues
- Encouraging project-based learning and digital storytelling
- Collaborating across departments to ensure diverse perspectives
- Educators can also draw on European frameworks such as DigCompEdu and UNESCO's Media and Information Literacy Toolkit to align learning outcomes with broader policy goals.



Example 1

Two examples of critical thinking teaching strategies

Teaching Strategy - PARCS

PARCS helps students think critically using:

- **Purpose** - What is the purpose of the information and does it aim to provide accurate information?
- **Author** - Who made the claim and what are their qualifications?
- **Relevance** - Does the claim apply to us specifically?
- **Currency** - When was the information published?
- **Sources** - Are the references good and do qualified people hold the same view? (Zucker, 2019)



Example 2

Two examples of critical thinking teaching strategies

Teaching Strategy - CRAAP

CRAAP is a technique first developed by librarian Molly Beestrum Dominican University providing the following guidance:

- **Currency** – When was it published?
Has it been updated?
- **Relevance** – Does it relate to our needs?
Who is the audience?
- **Authority** – Who is the author and publisher?
What are their credentials?
- **Accuracy** – Is it reliable and truthful?
Is it supported by evidence?
- **Purpose** – Why does this information exist?
Is there a bias?



Integrating Critical Media Education into Curricula



Empowered digital citizens are not passive consumers- they are active participants in shaping digital culture.

Universities can support this transformation by:

- Encouraging student-led initiatives (e.g., fact-checking clubs, media literacy campaigns)
- Creating inclusive digital environments that respect privacy and diversity
- Promoting ethical reflection and civic responsibility in digital contexts

By combining institutional support with student agency, universities can cultivate a generation of digital citizens equipped to engage critically, ethically, and constructively in the digital world.



Focus Area 2

Integrating ethical journalism principles into digital education

Ethical Journalism Principles and Digital Education

Ethical journalism is essential not only in traditional media but also in digital education, especially as universities increasingly engage with digital platforms and train future communicators. Universities collaborate with media organizations and others to teach principles such as accuracy, fairness, accountability, and respect for privacy.



What are the core ethical journalism principles?



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Focus Area 2

Integrating ethical journalism principles into digital education

Integrating the Principles into Digital Education

Truth and Accuracy

- Strive to report facts accurately and verify information before publishing. Misleading or false information should be corrected promptly.
- Check the facts and sources.

Independence

- Remain free from influence by outside interests, including political, commercial, or personal pressures.

Fairness and Impartiality

- Reporting should be balanced and objective, presenting multiple viewpoints where appropriate.
- Avoid bias



Focus Area 2

Integrating ethical journalism principles into digital education

The Core Ethical Journalism Principles

Humanity

- Avoid causing unnecessary harm and be sensitive to the impact of the reporting on individuals and communities.

Accountability

- Be accountable to the public and transparent about the processes, including acknowledging mistakes. Acknowledge sources, even



Focus Area 2

Integrating ethical journalism principles into digital education

Integrating the Principles into Digital Education

1. Curriculum Design

- **Courses on Media Ethics:** Include dedicated modules on journalism ethics in communication, media studies, and digital literacy programs.
- **Case Studies:** Analyze real-world examples of ethical dilemmas in journalism to encourage critical thinking.

2. Digital Literacy Training

- Teach students how to critically evaluate sources, identify misinformation, and understand the ethical implications of sharing content online.

3. Practical Assignments

- **Simulated Newsroom Projects:** Let students produce digital content under ethical guidelines.
- **Peer Review Systems:** Encourage students to critique each other's work based on ethical standards.



Focus Area 2

Integrating ethical journalism principles into digital education

Integrating the Principles into Digital Education

4. Use of Technology

- Integrate tools that help verify facts, detect bias, and ensure
- transparency in digital storytelling.
- Promote responsible use of AI and algorithms in media creation and dissemination.

5. Institutional Policies

- Develop and enforce codes of conduct for student media and digital publications.
- Encourage open discussions about ethical challenges in digital communication.
- Universities collaborate with media organisations to teach responsible reporting practices. For example, the European Journalism Training Association (EJTA) supports ethical journalism education across European universities.



Focus Area 2

Integrating ethical journalism principles into digital education

Integrating the Principles into Digital Education

6. Collaboration and Outreach

- Partner with professional journalism organizations to provide guest lectures, workshops, and internships focused on ethics.
- Encourage interdisciplinary collaboration with departments like philosophy, law, and computer science.



European Journalism Training Association (EJTA)

EJTA Mission on Media Literacy

The European Journalism Training Association (EJTA), is an association that aims to improve training in journalism at its member institutions, which includes universities, schools, and institutions across 30 European countries.

The EJTA provides:

- strategic partnerships
- project collaborations
- seminars
- teacher training
- curriculum development

These are focused on enhancing media literacy and promoting independent, trustworthy quality journalism. The EJTA also acts as a representative for its members towards institutional partners, including the European Commission, UNESCO, and other associations of journalists and publishers.



European Journalism Training Association (EJTA)

The EJTA is currently working on several international project of which one is the **Eurofactcheck**. This developed a specific methodology for verifying information.

Another project is **Inclusive Journalism**, which is aimed at journalism that takes all the voices in conflicts into account, and assumes its social responsibility. “What are the most striking needs for journalism educators working with inclusive journalism in 2025?”

A working group on artificial intelligence and training for journalists has also been launched, providing recommendations for intergrating AI in journalism teaching. Have a look here: [EJTA-Recommendations-for-AI-version-1.0-VDEF.pdf](#)



Understanding Digital Media Influence and Misinformation through Research



Focus Area 3

Academic research on digital media influence and misinformation trends

Another important role of the universities is that of academic research. Research is important for understanding the trends and effects of digital media on society, including:

- Identifying trends in misinformation, disinformation and digital behavior
- Evaluating media literacy programs
- Informing policy and curriculum design
- Exploring ethical dimensions of digital participation

Understanding Media Trends and Effects

Universities contribute to the understanding of media trends and effects by conducting studies across multiple disciplines that inform both policy and education.

For instance:

- Media Studies examines content creation, dissemination and consumption.
- Psychology investigates cognitive biases and emotional triggers.
- Sociology explores group dynamics and social influence.
- Computer Science develops tools for detection and mitigation.



The Reuters Institute for the Study of Journalism

The Reuters Institute for the Study of Journalism, for instance, is part of the University of Oxford. It conducts in-depth studies on misinformation and digital news consumption. The Institute is committed to shaping the future of journalism through global research, debate, and engagement. By bridging practice and research, the Institute fosters international dialogue and equips journalists, editors, and media leaders to navigate a rapidly evolving media landscape. Its goal is to support the development of sustainable, high-quality journalism.

Core Programmes

- Journalist Fellowship offers mid-career journalists a research-focused sabbatical in Oxford.
- Leadership programmes facilitate confidential peer exchange among media leaders.
- Research programmes produce timely, evidence-based analysis of global media challenges.



Reuters Institute
Digital News Report 2024

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How Researchers Study Media Influence and Trends



Researchers use a variety of methods to understand how media shapes public opinion, behavior, and society.

Common approaches include:

- Content Analysis for examining media messages, narratives, and framing.
- Surveys & Interviews for gathering public perceptions and media usage habits.
- Experiments for testing media effects in controlled settings.
- Longitudinal Studies for tracking changes over time.
- Digital Analytics for analyzing social media data, engagement, and misinformation spread.

These methods help uncover patterns, assess impact, and inform media literacy and policy development.



Insight from Recent Research

Some of the recent research in the field has focused on:

- digital media's role in shaping opinions (*e.g., echo chambers, algorithmic bias*);
- misinformation spread mechanisms (*e.g., virality, emotional content*);
- vulnerable groups and
- susceptibility (*e.g., youth, elderly, low media literacy*).

Media Influence on Public Opinion and Political Decision-Making

This study, by Charles Okechukwu at the University of Lagos, highlights the role of social media in influencing discourse and policy priorities. It emphasizes the need for media literacy and ethical journalism to mitigate biased effects.



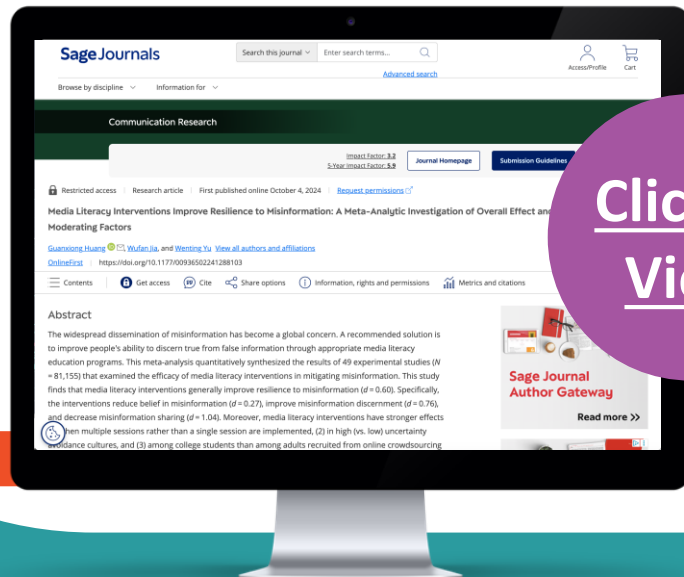


Insight from Recent Research

Media Literacy Interventions Improve Resilience to Misinformation

This research article presents meta-analysis of 49 experimental studies on whether and how media literacy interventions improve resilience to misinformation. The researchers found that interventions significantly reduced belief in misinformation and improved discernment.

They also found that the observed effects were stronger in multi-session programs and among college students. Huang, G., Jia, W., & Yu, W. (2024). Media Literacy Interventions Improve Resilience to Misinformation: A Meta-Analytic Investigation of Overall Effect and Moderating Factors. *Communication Research*, 0(0).





Insight from Recent Research

Misinformation Exploits Outrage to Spread Online

This study by researchers from Northwestern University & Princeton University found that:

1. Misinformation sources evoke more outrage than do trustworthy sources;
2. Outrage facilitates the sharing of misinformation at least as strongly as sharing of trustworthy news; and
3. Users are more willing to share outrage-evoking misinformation without reading it first. Consequently, outrage-evoking misinformation may be difficult to mitigate with interventions that assume users want to share accurate information.

*K. L. et al., (2024). Misinformation exploits outrage to spread online. Science 386, pp. 991-996.
DOI:10.1126/science.adl2829*



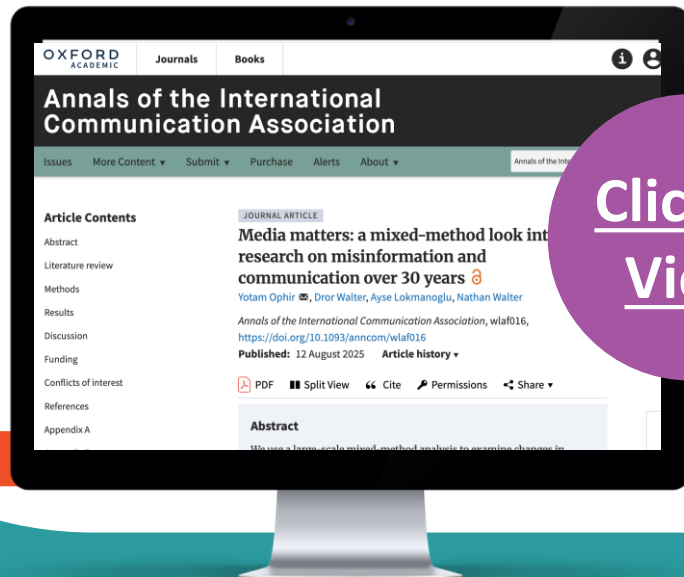


Insight from Recent Research

Media Matters: A Mixed-Method Look into the Research on Misinformation

The authors of this study reviewed and analyzed studies from 1993-2022. They found that there was a surge in misinformation research post-2010 due to technological and political shifts. The study concludes that interdisciplinary approaches are crucial to tackle misinformation effectively.

Yotam Ophir, Dror Walter, Ayse Lokmanoglu, Nathan Walter, Media matters: a mixed-method look into the research on misinformation and communication over 30 years, Annals of the International Communication Association, 2025;, wlaf016, <https://doi.org/10.1093/anncom/wlaf016>



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Topic 3: Resources Section

Explore the following real-world cases and tools to understand how universities promote media literacy and critical thinking.

01

Exercise:

One university under the microscope - examine media literacy and critical thinking in practice.

02

Case Study:

Reflecting on Media Literacy Research

03

Tools:

Toolkit and guidelines on promoting media literacy and critical thinking.

04

Other Resources:

Research reports, articles, & documentaries.





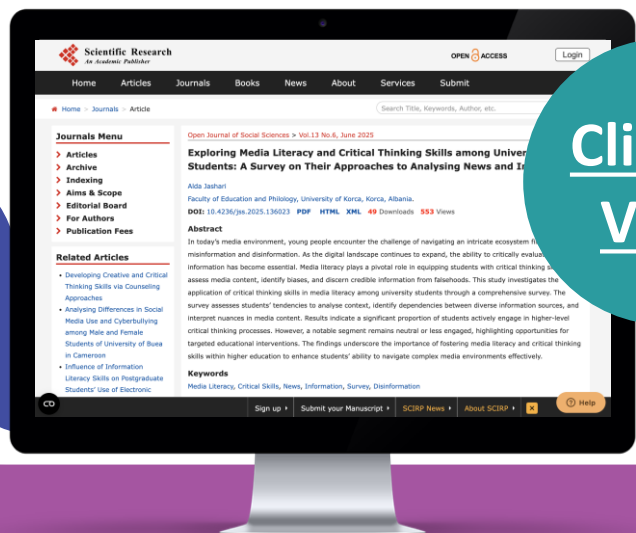
Exercise

Read the research article Exploring Media Literacy and Critical Thinking Skills among University Students: A Survey on Their Approaches to Analysing News and Information.

As you read, consider:

- What are the key findings or insights?
- Why do these results matter in today's media landscape?
- How could these findings influence media education, policy, or public awareness?

Write a short reflection or discuss in pairs or as a group how the research could be applied in real-world contexts.



Case Study

One university under the microscope – examine media literacy and critical thinking in practice

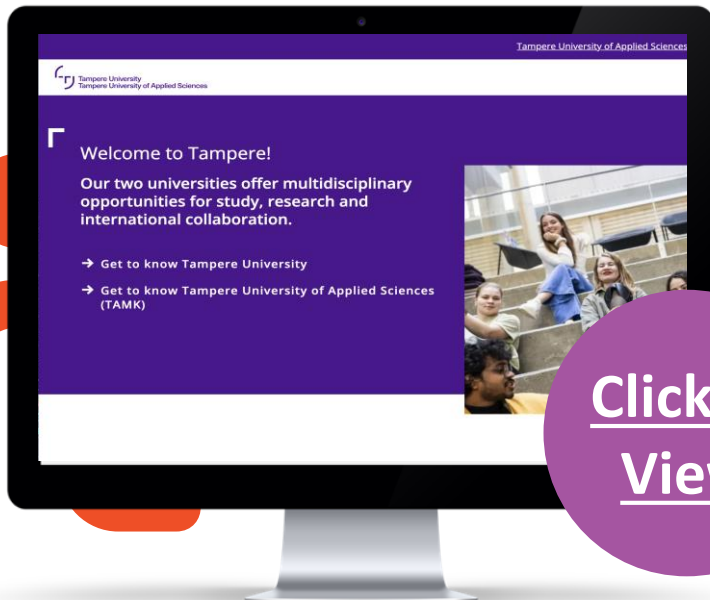
Critically examine how Tampere universities in Finland promotes media education, media literacy and critical thinking in practices.

Instructions:

Either individually or as group work:

1. Investigate the university's:

- Curriculum - Are media literacy and critical thinking explicitly taught? In which programs or courses?
- Institutional Initiatives - Are there campaigns, workshops, or centers focused on media literacy or misinformation?
- Research - Are research conducted on media education and media literacy?
- Partnerships - Does the university collaborate with media organizations, NGOs, or government bodies on these issues?



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Case Study

One university under the microscope – examine media literacy and critical thinking in practice

Instructions (Cont.):

Either individually or as group work:

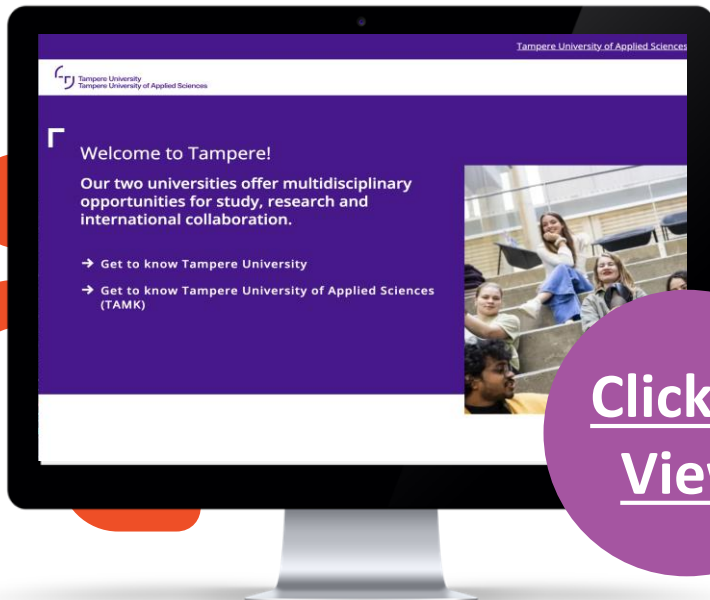
2. Use online resources for your research.

3. Analyse and Reflect

- Evaluate the effectiveness and visibility of the university's efforts.
- Compare with similar initiatives in your home country or institution.

4. Present a summary of findings

- Include recommendations for enhancing media literacy and critical thinking at the university.



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Resources: Tools

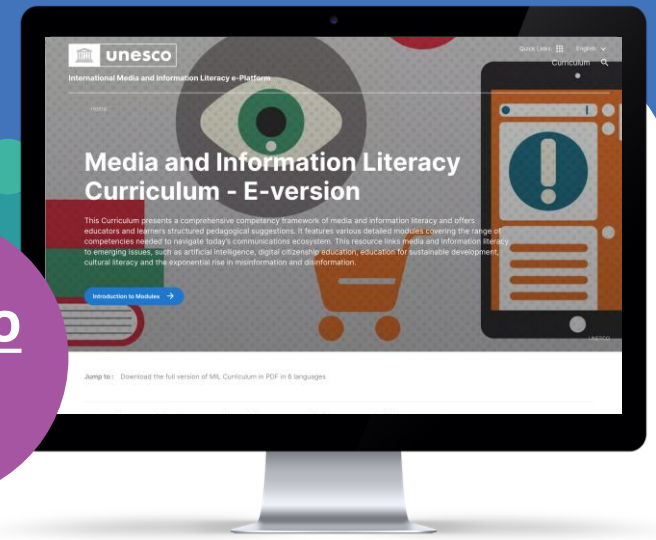
How to spot and fight disinformation

This toolkit helps teachers spark classroom discussions on the impact of false and misleading information - especially disinformation - on health, democracy, the environment, and societal norms. The toolkit is available in several languages

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Media and Information Literacy Curriculum - E-version | International Media and Information Literacy e-Platform

This Curriculum presents a comprehensive competency framework of media and information literacy and offers educators and learners structured pedagogical suggestions. It features various detailed modules covering the range of competencies needed to navigate today's communications ecosystem. This resource links media and information literacy to emerging issues, such as artificial intelligence, digital citizenship education, education for sustainable development, cultural literacy and the exponential rise in misinformation and disinformation

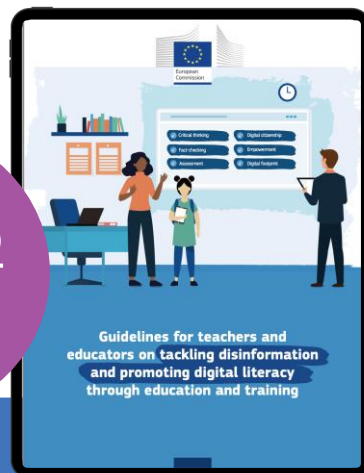


Resources: Tools

Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training

The Guidelines provide hands-on guidance for teachers and educators, including practical tips, activity plans, insights on topics and cautionary notes grounded in what works as concerns digital literacy and education and training.

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Guidelines for Media Literacy Initiatives

These guidelines offer flexible guidance for educators, civil society, policymakers, and industry professionals to build public resilience against online mis- and disinformation. Given the diversity of initiatives—from lesson plans to campaigns—users are encouraged to adapt the guidelines to suit their specific context.

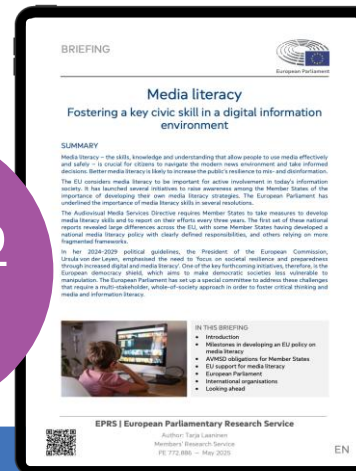


Resources: Articles & Reports

Brief: EU Policy brief on Media Literacy

Media Literacy: Fostering a Key Civic Skill in a Digital Information Environment - This document highlights the critical role of media literacy in empowering citizens to navigate today's complex digital landscape. Media literacy enhances resilience against mis- and disinformation and supports informed decision-making. The EU has recognized its importance through various initiatives, including the Audiovisual Media Services Directive and the upcoming European democracy shield. With growing disparities in national strategies across Member States, a coordinated, multi-stakeholder approach is essential to foster critical thinking and strengthen democratic resilience.

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Research Article: A case of library-faculty collaboration

Uncovering Digital Literacy and Supporting the Implicit: A Case Study of Library-Faculty Collaboration - This case study describes a Library-led collaboration with academic staff. It has particular focus on detailing a process of mapping a curriculum against a definition of digital literacy and the development of a complementary toolkit. These processes are likely readily transferable to other contexts



Resources: Videos

Developing Critical Thinking in Higher Education Strategies and Significance

This video explores how higher education fosters critical thinking through active learning, inquiry-based strategies, and experiential opportunities. Learn how curriculum design aligned with Bloom's taxonomy and evidence-based teaching methods can enhance cognitive development, problem-solving, and decision-making. Discover how collaborative and integrative learning approaches empower students to become reflective, analytical, and innovative thinkers.

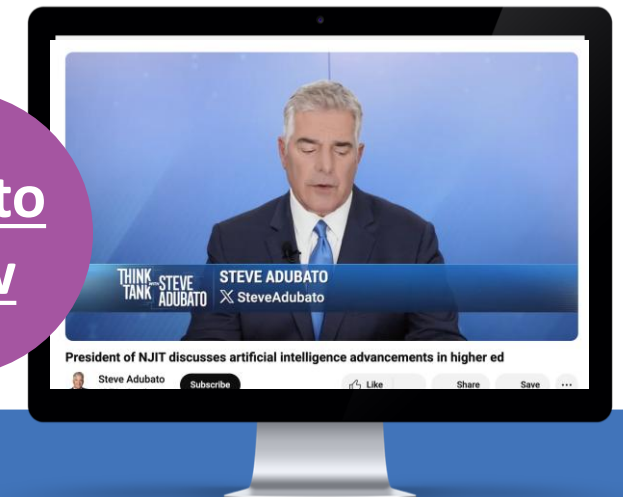
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President of NJIT discusses artificial intelligence advancements in higher ed

Teik C. Lim, PhD, President of the New Jersey Institute of Technology, joins Steve Aduabato to discuss artificial intelligence advancements in higher education and expanding access to STEM degrees for students from marginalized communities.

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Conclusion



Universities are uniquely positioned to foster media literacy and critical thinking, preparing students to navigate today's complex digital environment

By integrating media literacy into academic programs, they empower learners to critically assess information, recognize bias, and engage responsibly with media. Universities also promote the application of ethical principles—such as fairness, transparency, and accountability—in media use and content creation. Through research, interdisciplinary collaboration, and public outreach, universities help build a more informed, resilient, and ethically aware society. Their leadership is essential in shaping future generations who can think independently, challenge misinformation, and contribute meaningfully to democratic life.

Module 7: Making the Internet a Safer, Fairer, & Honest Space

You have completed Part 3 (Topic 3)

Universities and Media Education:
Strengthening Digital Citizenship in Europe

Next is Part 4 (Topic 4)

The Role of Civil Society in Advocating for
Transparency and Accountability

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