Mediterranean Digital Media Observatory

D4.2

Report of media literacy campaigns

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Abstract	This deliverable documents the work conducted within Work Package (WP) 4 and specifically Task 4.2, concerning the organisation, preparation, and execution of the MedDMO Media Literacy Campaigns and Events (MLC, MLE) in Cyprus, Greece, and Malta.
Keywords	Media literacy, media training, fact-checking, deep fakes, tampered content, misinformation, disinformation

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Glossary

Abbreviation	Meaning
MIL	Media and Information Literacy
WP	Work Package
MLC	Media Literacy Campaigns
MLE	Media Literacy Events
GA	General Audience
S	Students (Primary, Secondary, High Schools)
P	Parents (of Primary, Secondary, High School Students)
E	Educators (Teachers of primary, secondary, high schools)
JS	Journalism students
J-MP	Journalists – Media Professionals
MAAM	Media Asset Annotation and Management (Platform)

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Executive Summary

The purpose of this Deliverable (D4.2) and its associated WP4/Task 4.2, is to provide the necessary information about the preparation, organisation and execution of the Media and Information Literacy (MIL) campaigns to all potential audiences identified in Cyprus, Greece, and Malta. The work emanated from WP3 (Disinformation detection and research) and particularly T3.3 (Impact assessment of disinformation campaigns on society and democratic processes), to monitor and analyse the types of disinformation cases that are dominant in the listed countries and the associated audiences with their corresponding MIL needs. In this context, a joint analysis with T4.1 (and D4.1) was conducted to point out types of dedicated literacy material and, then, to plan the needed interventions to diversified audiences (e.g. students of all levels, media professionals, journalists, and the general public). All three physical, electronic, and hybrid MIL communication events were initially considered for live and offline training, including engaging strategies of non-formal education. Careful attention was paid to serve the varied and multidisciplinary requirements of the current undertaking, associated with the different ages and backgrounds, so as to provide deeper understanding of the mis/disinformation phenomenon, while also serving as valuable input for the Media Literacy Campaigns (MLC) design. Elaborating on the MedDMO proposal technical description, a minimum number of fifteen (15) media literacy campaigns or events at national/multi-national level was set as the baseline target to increase citizens' awareness and societal resilience. Furthermore, MIL activities were addressed to three main groups:

a. General audience (GA),
    - Students (Primary, Secondary, High Schools) (S)
    - Parents (of Primary, Secondary, High School Students) (P)
    - Educators (Teachers of primary, secondary, high schools) (E)
b. Journalism students (JS)
c. Journalists – Media Professionals (J-MP)

Each of the indicated groups serves different needs and aims, as described in the subsequent sections. Moreover, different learning strategies, fact-checking practices, and case studies were considered and customised to each of the implicated audiences (i.e. adapting theories and methodologies, tools, techniques, etc.).

1 Introduction

Customization and adaptation is critical to successfully implementing MIL procedures, aiming at serving the specific needs for offering knowledge and skillsets to each addressed group. Livingstone (2022) defines media literacy as the ability to access, analyse, evaluate, and create communications in any form of one's choosing, emphasising the following core elements:

- MIL can involve whatever we need to know to participate as agents and citizens in a digital society.
- Media literacy is a moving target, whereas different groups need to know different things.
- The challenges of measuring impact are considered profoundly important.

Bulger & Davison (2018) and Lee et al. (2015) also focus on the promises, challenges, and future use of media literacy, pointing out the need to craft instruments competent to measure impact for different audiences and adapt to their unique peculiarities and preferences. In this perspective, the proposed three audiences were examined and thoroughly reviewed, exploring the possibilities of potential elaboration, expansion, or further classification. General Audience (GA) was listed as the primary target group of all individuals who can be considered news (and mis/disinformation) consumers but who have no educational or professional connection to the field of journalism, thus they must be equipped with the necessary knowledge and digital competencies. Given that fact-checking cannot be easily deployed for all the massive web and social media streams, part of the information verification is left to the end-users, leading to the urgent need for critical thinking development (Katsaounidou et al., 2019; Katsaounidou & Dimoulas, 2018). Hence, students (S) of all levels (primary, secondary, high school, university students, etc.) are first listed in the GA group since they have to be adequately educated while they are still young to face misinformation (Podara et al., 2025). They are followed by (their) parents (P) and educators (E), who should also be appropriately equipped with know-how, both to support the education of younger people and to face misinformation themselves. Basic skills to be developed include the ability to distinguish between different kinds of "news" information (news/fact reports, opinion articles, etc.) or to approach fundamental information validation (i.e., through the basic "5Ws of Journalism", fact-checking the title, author, and publishing media of the article in relation to mis/disinformation history, reverse image search, etc.) (Katsaounidou et al., 2019; 2020; Katsaounidou, 2020). Journalism students (JS) form a unique category that needs to be more thoroughly prepared and strengthened towards countering disinformation since they will be tomorrow's experts to support society in this perspective. Likewise, journalists and media professionals (J-MP), who currently perform this role, should be carefully instructed in the new trends, tools, and technologies used to spread but also to detect and fight back against false information.

Media literacy is considered critical to the MedDMO project and, overall, in the battle against disinformation. Within this framework, the purpose of deliverable D4.2 is to justify MIL needs and adapt to the associated targeted groups, as well as to showcase the adopted methodologies, the employed practices, and the crafted resources used for conducting MIL campaigns and events.

2 Relation to other WPs and Tasks

As already commented, the current deliverable is strongly related to other WPs and Tasks, implicating powerful dynamics and feedback to help the organisation and preparation of MIL activities. For instance, WP2 and specifically T2.1 (Community building) is about creating a MedDMO network, not only for dissemination and outreach purposes but also to establish organic and engaging participation from experts, academics, researchers, educators, fact-checkers, journalists, and media professionals. Research institutions and relevant stakeholders are potential sources for this community, whose valuable collaboration can illuminate various aspects of the targeted media literacy events and activities (among others). Hence, community members can advise on matters within their area of expertise (including training approaches and suggestions of tools), crowdsource information on fake news, and thus provide MedDMO alerts. The MedDMO community can suggest suitable MIL topics and participate in MIL campaigns using MedDMO-produced content while also creating their own material to facilitate MIL procedures. Being part of MIL sessions, community members can assess their impact while also participating in detecting and monitoring disinformation campaigns and analysing their impact, thus bringing forward MIL needs. Furthermore, collaboration with EDMO (T2.2) and the setup of the Multimedia Forensics Toolbox and Deep Fakes Knowledge Base (D2.4) also provide valuable insights and MIL directions.

Extending the above, WP3 (Disinformation detection and research) provides valuable feedback on popular mis/disinformation topics (i.e., within T3.1 “Detection, fact-checking, and disclosure of disinformation content”, and T3.2 “Analyse campaign dynamics”), thus indicating MIL themes and practices. More specifically, T3.3 (“Impact Assessment of Disinformation Campaigns on Society and Democratic Processes”) aims, among other things, to identify media literacy needs (in line with T4.1 and T4.2) and the specific impact of disinformation in Cyprus, Greece, and Malta. Via this process we investigated the reception of disinformation campaigns from both a supply (content) and demand (audience characteristics and interpretive practices) perspective, considering the cultural, political, and media contexts of the three countries and how these shape people’s relationship with disinformation and democratic engagement in the public sphere. One of the factors that led to the development of specific criteria for creating educational material and the way MIL campaigns were conducted was the research conducted in T3.2 (analysing campaign dynamics). Finally, tasks within the current work package (WP4: Media Literacy Activities) played a crucial role in the MIL preparation and execution procedures. Specifically, training material and scenarios were crafted in conjunction with T4.1 (“Prepare Training Material”) and T4.3 (“Train the Fact-checkers”), with the latter providing meaningful insights for the content and the training approach concerning methodologies, best practices, and use of state-of-the-art tools, especially for the audiences of (student) journalists and media professionals.

3 Design and organisation of MIL campaigns/events

Following the previously described analysis emanating from WP3 (Disinformation Detection and Research), particularly T3.3 (Impact Assessment of Disinformation Campaigns on Society and Democratic Processes), the research team investigated how individuals encounter, evaluate, and share false information. The research collected valuable data about peoples' news consumption patterns and the social and psychological dynamics that influence these patterns. Moreover, important insights were gathered about how and why false information is disseminated, as well as the limitations of current efforts to mitigate the impact of individuals engaging with false content. The study proved a positive relationship between news interest and concern about misinformation. The more interested people were in the news, the more aware they were of the possibility of misinformation. For this reason, we have tried to invest in education on two levels. Firstly, to educate our audiences about the value of healthy information habits, and secondly, to train them in methodologies and tools to debunk false information, to help them regain trust and interest in the news.

Another important finding of T3.3 was the emergence of textual news, articles, and social media posts as the primary type of misinformation. This is extremely important as text is often the easiest form of information to consume and share, making it a compelling medium for spreading disinformation. Social media platforms amplify this behaviour by making it quick and easy to share text-based content, whether it is true or not. Pennycook et al. (2021) also emphasise that text-based headlines often tend to capture more attention than the full content, which could explain why misleading headlines, even when dubious accuracy is uncertain, continue to be shared widely. Thus, during the MLCs, emphasis was put on the fact that articles are sometimes designed to attract attention rather than to inform.

Moreover, research suggests that one critical aspect is cognitive biases, particularly confirmation bias, which leads people to favour information that aligns with their existing beliefs while disregarding contradictory evidence (Pennycook & Rand, 2021; Wason, 1959). For example, Ecker et al. (2022) argue that people are more likely to believe false information that resonates with their political views, whereas Pennycook and Rand (2021) argue that vulnerability to misinformation is primarily driven by cognitive errors and a lack of relevant knowledge, rather than political identity. Similarly, a recent study revealed that people are more likely to support politicians who make false statements if those falsehoods align with their personal political beliefs. This phenomenon, known as "moral flexibility," shows how partisan voters are willing to accept misinformation that supports their political agenda, even when they know the information is not true. This suggests that individuals adjust their moral standards depending on their political preferences, which makes fact-checking less effective in addressing political misinformation (Kim et al., 2024)

Many individuals rely on familiarity as a cue for truthfulness when assessing information. If a story seems familiar or is widely shared among their social circles, it is often accepted without critical evaluation (Pennycook & Rand, 2019). Research has also shown that emotionally charged stories, especially those invoking fear or anger, are more likely to be shared and believed (Bakir & McStay, 2018). The emotional appeal can create a sense of urgency or threat that compels individuals to act quickly, often bypassing rational assessment of the information's accuracy (Tandoc, 2019). The above led our consortium to focus on integrating practical knowledge in the MLCs, such as understanding biases and cognitive dissonance, two complex psychological phenomena which when understood by ourselves greatly help to develop critical thinking. The goal of our campaigns was to make people understand that the most important thing is to break the perpetual cycle that starts with the appearance of false information. The subsequent effect of this mis/disinformation is a decrease in trust, ultimately driving the overall devaluation of news and the journalism profession.

3.1 Overall Methodological Approach

The methodological approach applied for the formative evaluation of the material included distributing a short knowledge quiz before and after each campaign (Figure 1). In this way, we collected some critical data on the performance and assessment of our campaigns by the participants. This data helped us adapt our material to include the appropriate theoretical background available to each group. A classic example was adapting an activity created for middle school students into materials suitable for elementary schools, as the evaluation deemed it more child-friendly than middle school students would have preferred. Additionally, this approach enabled us to conduct an indicative assessment of the outcomes and impacts of the media literacy sessions.

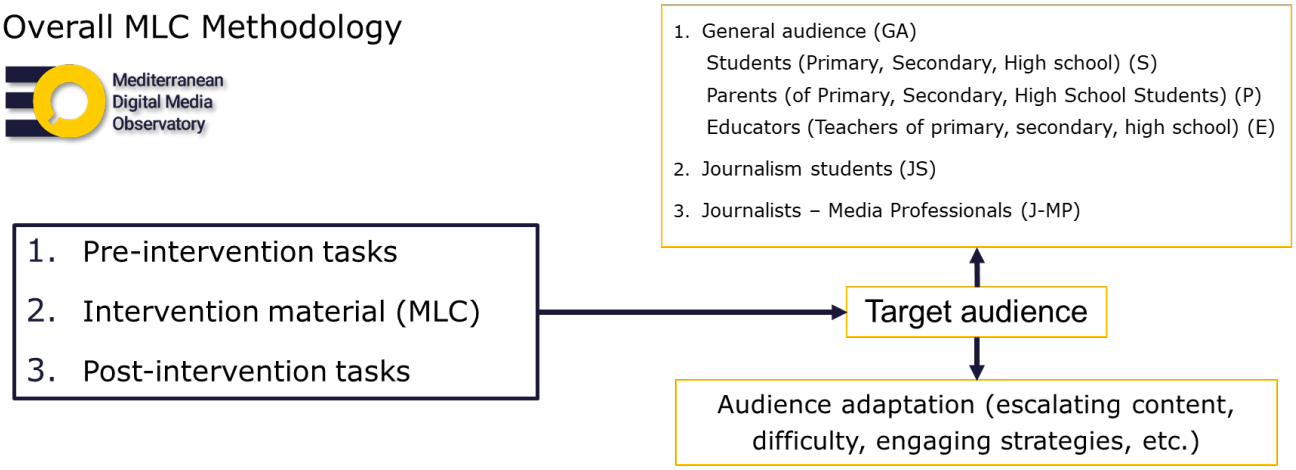

Figure 1: The Overall MLC Methodological Approach

3.2 General Audience (GA)

As mentioned, the general term General Audience was used to categorise demographic groups with no educational or professional connection to the field of journalism. This category includes students, parents, and teachers (primary, secondary, and high school). As far as primary school students are concerned, we adopted the methodology of non-formal education by introducing into the campaigns ice breaker activities aimed at collaboratively brainstorming the answer to the question "*Why do we fall for misinformation*?" Role-playing games (RPGs) helped us deal with practical examples. For instance, there was an activity named "*Can you explain to your grandparents that what they shared is false information*?" and other card-based activities and games. After completing the non-formal learning activities, the short guide "*Do not be fooled: 8 simple steps*" in Greek (Figure 2) was presented and discussed.

In the case of secondary and high school students, special attention was given to studying the phenomenon of "*Online Misinformation*" from a scientific point of view. The construction of "*knowledge produced online*," the unique characteristics of social media and their role in the creation and dissemination of disinformation were discussed. Special attention was given to analysing phenomena such as the "*echo chamber*", "*filter bubbles*," and categories of "malicious" information sources. An essential aspect of the MIL was the discussion about the manipulation techniques of multimedia content for disinformation purposes, followed by the coping strategies and the tools available to verify multimedia content. As might be expected, during the campaigns, and depending on the topic of discussion, many case studies of viral hoaxes and related debunk information were presented.

It is important to note that while media literacy campaign activities shared common characteristics across the three countries (Greece, Cyprus and Malta), they were tailored to their specific contexts. Workshops held in schools in Malta, for example, encouraged students to think about how the term "*fake news*" can be abused as a censorship tactic against the media, with a prominent local example being the dehumanisation campaign against investigative journalist Daphne Caruana Galizia, which continues to this today, almost eight years after her assassination. The workshops also gave participants an insider look into local disinformation investigations, giving them practical tips on how to use tools such as reverse image search and the internet archive in their own day-to-day tasks.

During MIL activities with parents and educators, we first discussed the value of media literacy, the language of the media and the knowledge we need to understand it. We debated about internet safety and analysed case studies about this issue. An important aspect is that through the MIL campaigns we offered educational tools and activity scenarios that can be used to educate their children/students (Figure 3). As in the case of the students (primary, secondary, high schools), we were able to verify multimedia content in greater depth. Lastly, in the workshops with parents and educators we included extensive discussions about "*how to handle the conspiracy theorist we all have in us"*, the ease with which we get emotionally involved with news we are familiar with, dealing with our cognitive dissonance, and what is the best way to deal with a person who believes in fake news and conspiracies.



Figure 2: A few pages from the handbook "Don't be fooled: 8 simple steps for parents and children"



Figure 3: Educational tools and activity scenarios that can be used for students' MIL education

3.3 Journalism students (JS)

In the campaigns concerning JS, the themes developed were more sophisticated. Unethical and immoral journalistic practices that can lead to the phenomenon of misinformation were discussed, as well as the case of human error, which, according to field analyses, is a relatively frequent phenomenon. Several issues were discussed in more detail with journalism students and media professionals and most of the available tools were studied: (1) identification of AI-generated content, (2) proper use of the synthetic image search, (3) extraction and study of metadata in the case of video, audio, and video, (4) proper use of reverse image search, multimedia forensic analysis of sound, images, and videos, (5) geolocation and many other tools useful for any new journalist. During the MIL campaigns, various case studies and disinformation narratives were discussed (Figure 4, Figure 5). In some cases, journalism students (JS) and professional journalists (J-MP) participated in similar MLC, combining tools and practices emanating from other/similar projects, as described in the subsequent sections. For instance, attention-tracking mechanisms (e.g. eye/mouse tracking) were incorporated to monitor their reactions and attention while executing the associated MIL workshops (Dimoulas, Katsaounidou, & Kostarella, 2024).



Figure 4: MLC material and scenarios for MIL education in Malta



Figure 5: Educational material prepared/selected for topics concerning the detection of authentic/real case (left), tampered/human-manipulated (tampered), and AI/synthetically generated (right) visual content (photographs) in MIL workshops for Greek journalism students

3.4 Journalists - Media Professionals (J-MP)

As already stated, the MIL content prepared for J-MP was quite similar to JS and, in some respects, even more advanced. The MIL scenarios involved presenting tools designed to help journalists write high-quality articles, followed by the analysis of multimedia content and the utilisation of tools to verify its authenticity. A dedicated presentation of MedDMO's fact-checking tools and platforms was planned to replace hands-on activities, aiming to ensure that all participants were on the same page concerning the use of verification means, thus comprehending configuration, data, and results linked to the associated algorithmic solutions, empirical observations, and best practices, regardless of their technical expertise and background.

In fact, in the case of JS and J-MP, a methodologically innovative workshop was designed (and conducted), which focused on dealing with fake and deepfake images through a pilot study (Dimoulas, 2023; Dimoulas et al., 2024). Participants engaged in activities that helped them assess the authenticity of images using techniques such as reverse image search and forensic analysis (Figure 6). Through an interactive whiteboard, participants monitored their group's decisions in real-time and compared their responses. Collective evaluation boosted their confidence and improved their ability to detect deepfake and manipulated images, focusing on visual features such as

lighting and shadows. The motivation behind this interactive approach was to create a dynamic learning experience, aiming at keeping participants engaged at every step of the process.



Figure 6: An indicative dataset used as MIL material for the detection of images' authenticity using forensic tools and image retrieval practices in Greek J-MP workshops

4 Implementation of MIL campaigns/events in Cyprus, Greece, and Malta

As already explained, MLCs were conducted in three different countries (Cyprus, Greece, Malta) and three different groups: a. General Audience (GA), including i. Students (S) from primary, secondary, and high schools, ii. Parents (P), iii. Educators/teachers (E), b. Journalism Students (JS), and c. Journalists – Media Professionals (J-MP). The MIL events were organised with the help and collaboration of the administrations of schools and university departments, parents and guardians' associations, unions of journalists and media professionals, media related non-profit organisations and national authorities/institutions, as well as within the members of the MedDMO community. Table 1 provides an overview of MIL events and campaigns conducted in the three countries targeting the specified groups. This table also lists MIL activities that are part of other Tasks, such as T4.3 ("Train the Fact-checkers"). As can be seen, all targeted groups and countries are fully covered, vastly exceeding the minimum threshold of fifteen (15) media literacy campaigns or events at the national and multinational levels. At the same time, some MIL sessions (with the same topic) are deliberately repeated in different groups, ages, and/or geographical areas, thus forming the associated MIL campaigns. Table 2 (Annex I) provides more detailed insights, including short descriptions and analysed/estimated outcomes of the associated events. Selected instances of indicative MIL workshops, lectures and overall events are presented in Figure 8 - Figure 12.



Figure 7: MIL activities conducted in Cyprus



Figure 8: MIL activities conducted in Malta



Figure 9: MIL activities for Students conducted in Greece (GA-S)



Figure 10: MIL activities for Parents and Educators conducted in Greece (GA- P, E)



Figure 11: MIL activities for Journalism Students and Professionals conducted in Greece (JS, J-MP)

Table 1: Overview of the MIL activities conducted within the MedDMO framework

#	Partner(s)/ Country	Date	Title	Audience type and size
1	CERTH, Greece	12/09/23	Disinformation challenges, tools and techniques to deal or live with it	Researchers (40-50)
2	CERTH, Greece	16/09/23	Disinformation: Risks and Measures. What should we know?	Citizens (20)
3	CERTH, Greece	19/09/23	Behavioural and Policy Aspects of Online Disinformation	Researchers (30)
4	UCY, Cyprus	25/09/23	Disinformation and content verification techniques	Library staff members at the University of Cyprus (20-30)
5	CERTH, Greece	03/10/23	Disinformation: Problem definition, challenges and reaction measures	High school children 12-14 years old (27)

6	CERTH, Greece	09/10/23	Disinformation: Problem definition, challenges and reaction measures	High school student 12-year-old (6)
7	CERTH, Greece	10/10/23	Disinformation: Problem definition, challenges and reaction measures	High school children 14-17 years old (40)
8	CERTH, Greece	10/10/23	Disinformation: Problem definition, challenges and reaction measures	High school children 12-14 years old (25)
9	UCY, Cyprus	10/10/23	Disinformation and content verification techniques	Journalism students (25)
10	CERTH, Greece	11/10/23	Disinformation: Problem definition, challenges and reaction measures	High school children 12-14 years old (24)
11	CERTH, Greece	16/10/23	Disinformation: Problem definition, challenges and reaction measures	High school children 12-14 years old (75)
12	UCY, Cyprus	02/11/23	The Role of Media Literacy in Combating Information Disorder: The Case of the Mediterranean Digital Media Observatory (MedDMO)	Academia/General audience (50)
13	AUTH, Greece	19/11/23	Misinformation and News Authentication Techniques	Students (25)
14	AUTH, Greece	07/12/23	Media Literacy and Disinformation	University Students (20)
15	AUTH, Greece	24/01/24	Media Literacy and Disinformation	University Postgraduate students (60)
16	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Primary School Students (28)
17	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Secondary School Students (26)
18	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Teachers Student's parents General Audience (33)
19	CERTH, Greece	12/02/24	Disinformation: Problem definition, challenges and reaction measures	High school (Lyceum) children 15-17 years old (45)
20	CUT, Cyprus	14/02/24	Misinformation: risks and precautions workshop	High School Teachers (60)
21	AUTH, Greece	02/04/24	Disinformation and content verification techniques	Journalism students (20)

22	UCY, Cyprus	04/04/24	Disinformation and content verification techniques	Journalism students (6)
23	CUT, Cyprus, Greece	10/04/24	Misinformation: risks and precautions workshop	University Students (15)
24	CERTH, Greece	20/04/24	AI Against Disinformation	University Students of Electrical and computer engineering (120)
25	UoM, Malta	16/05/24	Media and Misinformation: A Workshop	Students aged 14-15 (11 in total)
26	UoM, Malta	17/05/24	Media and Misinformation: A Workshop	Students aged 11-12 (107 in total, but they were split into two groups)
27	UoM, Malta	21/05/24	Media and Misinformation: A Workshop	Students aged 16-18 (40 in total)
28	CERTH, Greece	31/05/24	MedDMO tools for combating disinformation	Journalism students, journalists, MedDMO community members (30 in total)
29	CERTH, Greece	10/06/24	MAAM demonstration to MedDMO fact-checkers	7 fact checkers
30	CUT, Cyprus (with TOM, AFP, EH, CERTH, UoM, Malta)	19/06/24	Fact-checking process webinar	Journalists (7 in total), other researchers/staff of the broadcasting authority (11 in total)
31	CERTH, AUTH, Greece, Greece	27/06/24	AI in journalism and misinformation: Overview, audiovisual applications and media literacy needs	Researchers, multidisciplinary AI Community (around 20)
32	CUT, Cyprus	28/06/24	Internet and online social media: a blurred window on the world	Students (21 in total)
33	UCY, Cyprus	02/07/24	Disinformation and content verification techniques	Students (aged from 15 to 18) - 30 in total
34	CUT, Cyprus	05/07/24	Fact-checking process workshop at CUT	Cyprus Radio Television Authority Staff (3)

35	CERTH, Greece	13/08/24	Disinformation Dynamics in the Mediterranean: Analysing Strategies, Narratives and Impact on Electoral Processes in European Elections 2024	Political and social scientists, academics, researchers (25)
36	UCY, Cyprus	16/09/24	Disinformation and content verification techniques	Journalists (15)
37	AUTH, Greece	27/09/24	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanism	Journalists and Media Professionals (40)
38	CERTH, Greece	30/09/24	Disinformation: Problem definition, challenges and reaction measures	High school children 12-14 years old (24)
39	CERTH, Greece	01/10/24	Disinformation: Problem definition, challenges and reaction measures	High school (Lyceum) children 15-17 years old (21)
40	CERTH, Greece	03/10/24	Disinformation: Problem definition, challenges and reaction measures	High school (Lyceum) children 15-17 years old (23)
41	CUT, Cyprus	29/11/24	Fact-checking workshop for the staff of Cyprus Radio Television Authority (CRTA).	Cyprus Radio Television Authority Staff (18)
42	UCY, Cyprus	03/12/24	Disinformation in the Digital Media Ecosystem: Trends and Challenges	Academia/University audience (30)
43	AUTH, Greece	03/12/24	Media Literacy on Misinformation and Disinformation	Students (65)
44	AUTH, Greece	25/12/24	Media Literacy on Misinformation and Disinformation	Students (80)
45	CERTH, Malta	16/01/25	MedDMO presentation	National Authorities high level executives
46	UoM, Malta	21/01/25	A Chat about Media Literacy and Misinformation	High school (16-17 years old). The group consisted of around 80.
47	CUT, Cyprus	11/02/25	Spot the Truth stop at Safer Internet Day 2025 event	Students: >100, teachers>15
48	AUTH, Greece	26/02/25	Fake news in Europe, Search the Truth	High-school students (>40), teachers, educators and local administration representatives (>10)

49	AUTH, Greece, CERTH, Greece, EH	07/03/25	MedDMO presentation	Journalists, students of journalism and local Authorities (total around 50)
50	CUT, Cyprus	27/03/25	Disinformation and Fact-checking workshop for ANT1 journalists	Journalists 10-15
51	CERTH, Greece	28/03/25	Disinformation: Problem definition, challenges and reaction measures	High school (Lyceum) children 15-17 years old (28)
52	CERTH, Greece	31/03/25	Disinformation and content verification techniques	Students aged 5-12 (10) and their parents (10)
53	CUT, Cyprus	03/04/25	Disinformation and Fact-checking workshop for journalists at the Cyprus Radio Television Authority	Journalists 10-15
54	EH, AUTH, CERTH, Greece	03/04/25	Understanding information disorder and the role of AI + Workshop on tools and techniques for content verification	High school students aged 17-18 from Greece and Switzerland (24)
55	CUT, Cyprus	28/04/25	Disinformation and Fact-checking workshop for the Ministry of Foreign Affairs	Ministry Officials (6)
56	AUTH, Greece	06/05/25	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanisms	Students (31)
56	CERTH/all partners, Greece, Cyprus, Malta	13/05/25	EDMO 'Be Online Smart' campaign	Students aged 14-15 years old/CERTH (45); Students and general public of all ages/ other activities (broad populations)
58	CUT, Cyprus	22/05/25	Disinformation and Fact-checking workshop for journalists at Cyprus Broadcasting Corporation premises	Journalists, Media professionals (30)
59	AUTH, Greece	29/05/25	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanisms	Students (12)
60	CUT, CERTH, ToM, UoM, Malta	17/06/25	Webinar "The Fight Against Disinformation in Malta"	Media Professionals, Journalists (40)

5 Dissemination and Synergies with other Projects

MIL activities, events, and campaigns emanated from the need improve media literacy and critical thinking development in Cyprus, Greece, and Malta, as well as to increase awareness about and provide training in fact-checking tools and practices. As already explained, the design process relied on the results of T3.3 (Impact assessment of disinformation campaigns on society and democratic processes). At the same time, the MLCs offered an excellent opportunity for presenting and disseminating the MedDMO initiative (and, overall, the EDMO hubs ecosystem and scope), aiming to establish it as a reference in the battle against disinformation in the listed geographical areas (Cyprus, Greece, and Malta). Specifically, the systematic informing of audiences about the research, scientific, functional, and administrative context of the project was pursued, with an emphasis on the resources and tools that could be utilised for their everyday content and media verification needs. Hence, MIL events were promoted and communicated to the target audience to achieve the set expectations for the aimed outreach and participation, also emphasising the presentation of MedDMO's identity and goals at the introductory part of the MIL sessions (Figure 12).



Figure 12: MedDMO promotion, presentation, and dissemination within MIL activities

Extending the above framework, synergies with other related projects were pursued and materialised in cases where mutual aims and benefits were detected. In particular, the Shazaam project (Science Hoaxes to Avoid

Alienation in Generation Z: A Media Literacy Approach)[1] aimed to strengthen young people's ability to think critically and assess the trustworthiness of scientific information, thereby combating pseudoscience hoaxes (shazaam.eu). The project, supported by the European Media and Information Fund (EMIF), involved intense MIL activities utilising non-formal education methods, supported with serious games and gamification elements (Podara et al., 2025). Therefore, valuable insights were indicated and adopted concerning the specific mis/disinformation case of pseudoscience, as well as the particularities in addressing MIL sessions to young people of Generation Z. The mutual benefit was established in exchanging common practices and resources (e.g., the AFP video tutorials were largely used in the Shazaam training workshops, while the Shazaam-produced debunking videos and serious game components were considered within the MedDMO's MLCs). Likewise, dissemination activities were deployed during MLC for both parties, pointing to digital spaces and repositories of tools, resources, and practices that users could utilise to find news and media verification solutions.

Another example was the iMedius project[2], funded by the Hellenic Foundation for Research and Innovation (HFRI)[3], which integrated multidisciplinary media impact assessment instruments to monitor, among other things, the perception of fake news and fake images and their impact on users and news consumers (imedius.gr). The iMedius project prioritised attention-tracking mechanisms (i.e. eye- and mouse-tracking), which were motivated to explain the dynamics of visual content that can be used to mislead and misinform (Katsaounidou et al., 2020; Dimoulas, 2024). In this view, the three projects (MedDMO, Shazaam, iMedius) prepared and submitted a workshop proposal, which was accepted and executed in the iMEdD International Journalism Forum 2024, a venue where journalists, journalism students, and media professionals meet, thus providing a unique opportunity to disseminate the effort and to receive valuable feedback (Figure 13).

The workshop entitled *Understanding tampered images/deepfakes impact by monitoring user's reactions through attention detection mechanisms* commenced with an overview of investigative (MAAM/MedDMO) tools for image authentication, including reverse image search and algorithmic forensic analysis. Participants then engaged in hands-on activities to examine examples spanning various falsification categories. As a second step to enhance learning, a gamification approach was implemented. Participants were tasked with identifying and justifying the authenticity of each sample. An online dashboard displayed associated polls, allowing participants to vote on the authenticity of the images in two phases: initially based on their perception/experience and then using the suggested toolset. Simultaneously, attention-tracking techniques were employed to evaluate user behaviour and reactions, providing additional insights into the dynamics of visual disinformation. The real-time availability of votes enabled participants to observe how group responses influenced individual perceptions, simulating real-world social influence and consensus effects (Dimoulas et al., 2024).

[1] https://shazaam.eu/
[2] https://imedius.gr/
[3] https://www.elidek.gr/en/homepage/

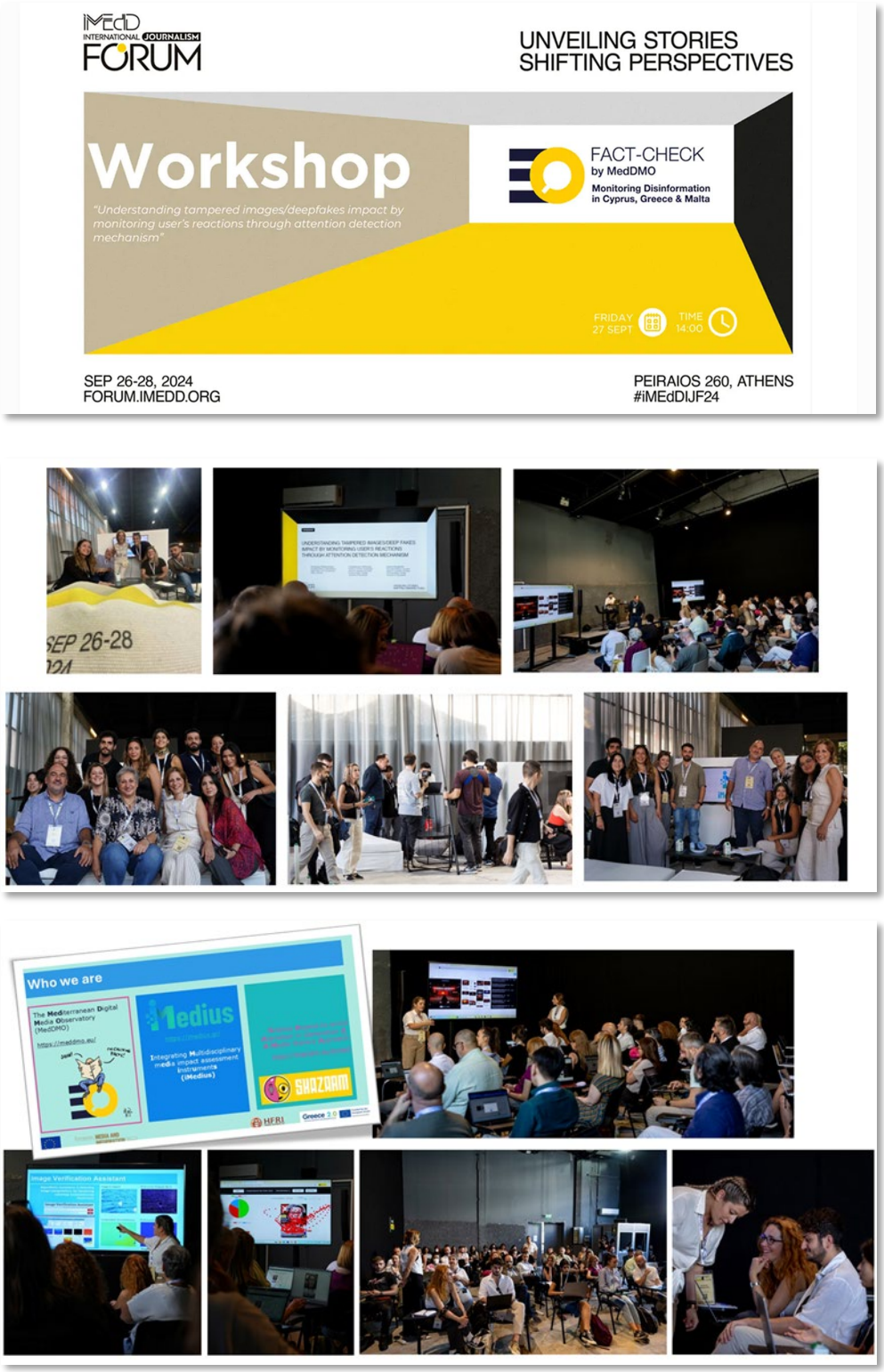

Figure 13: MedDMO dissemination, MIL activities, and synergies with other projects (iMEdD International Journalism Forum 2024)

Another joint initiative between the three projects (MedDMO, Shazaam, iMedius) involved the organisation of the MIL event "Fake News in Europe: Seek the Truth"[4], which received the support of numerous educational and local administration organisations and representatives in the Western Macedonia Region, Greece. The participants comprised a diverse audience of young people, students, educators, parents, journalism students and professional journalists, who had the opportunity to receive information from various multidisciplinary perspectives. The broader population also had the opportunity to get informed by watching the streamed event and the post-event coverage on press and broadcasting channels (Figure 14). MedDMO members also participated at the *4th AI Community Workshop 2024 & AIDA Symposium*[5], organising the session *AI in journalism and misinformation: Overview, audiovisual applications and media literacy needs*. This session enabled us to showcase MedDMO's pioneering research and scientific work, representing the current state of research in the era of AI.



Figure 14: MIL event organisation by MedDMO, Shazaam, iMedius in Western Macedonia Region, Greece

Finally, a Maltese representative of MedDMO was invited to participate in a podcast recording for a programme organised by NGOs African Media Association Malta and Aditus as part of the funded project 'Empower to Integrate' in May 2025. During the recording – which was for an episode about the media's role in shaping public perception of migrants – she mentioned efforts to counter harmful narratives and stereotypes.

[4] https://together.europarl.europa.eu/da/event/fake-news-2025-02-26-29603/register
[5] https://www.vision4ai.eu/community-workshop-2024/

6 Pilot evaluation and feedback

As shown in Tables 1 and 2, a vast number of MIL events and campaigns were conducted to fulfil all the stated needs regarding target audiences, number of interventions, and complete coverage of all the listed cases and countries targeted in the MedDMO hub. In all cases, the dissemination of the MedDMO project and the offered functionalities to be utilised by the targeted populations and the broader public was prioritised, aiming to establish it as the disinformation prevention reference in the Mediterranean region, as well as in broader areas of Southern Europe and beyond. MedDMO activities were emphasised in the context of media literacy, discussing their central role in combating online misinformation and disinformation and, overall, addressing the challenges posed by information disorder. The aim was to gain a better understanding of the MedDMO resources and facilities, as well as how to use fact-checking tools and practices.

In this direction, the different types of news content, such as news/factual reports, opinion articles, and others, were explained and defined to help participants understand the underlying details, risks, and challenges associated with each type. This explanation aimed to clarify the distinctions between various content forms, enabling participants to better navigate and critically assess media messages. Specific tools and case studies were explored, with escalated difficulty, features, and details depending on the characteristics of each group. Media Asset Annotation and Management (MAAM) platform demonstrations showcased all the available tools, familiarising the participants with managing and multimedia analysis techniques to detect possible manipulations. Gamified activities, hands-on actions, and serious gaming imitations were conducted to stimulate trainees' engagement. For instance, deepfake quizzes offer an opportunity to inform and discuss the case of doctored or falsified visual content within the context of the online misinformation phenomenon in the current digital media ecosystem.

Overall, audiences were informed about the various types and definitions of disinformation, as well as their impact, and were also carefully instructed on how to detect and verify suspicious content through the use of technological tools. Key characteristics and the availability of various tools and practices that facilitate content verification were presented and employed. The result was increased awareness about different forms of manipulations and how to inspect manipulation trails in multimedia content. Ultimately, critical thinking development was pursued and achieved, which is considered vital in combating disinformation, especially among younger age groups.

Furthermore, audiences were briefed on the challenges of artificial intelligence (AI) in disinformation and instructed on the use of basic claim verification tools, some of which were employed in (real-world) cross-check tasks through hands-on exercises. Special attention was paid to deepfakes and the broad use of visual content, especially when surrounding claims that appeal to emotions and evoke fear, anger, hate, etc., with the intention of misleading. The results were more than encouraging, with the participants showing great interest. In this context, the parallel use of attention-tracking mechanisms while inspecting the authenticity of images (real/authentic, manipulated, AI-generated) by media professionals, journalists, and journalism students is considered one of the major multidisciplinary innovations introduced in combination with other projects (Dimoulas et al., 2024). Specifically, the iMedD workshop explored the impact of tampered images and deep fakes, analysing user reactions through attention-detection mechanisms. Participants gained insights into the psychological effects and strategies for identifying manipulated content. The overarching objective was to challenge participants' misconceptions and cognitive biases, familiarise them with the investigative tools through experiential learning, and bolster their confidence in detecting falsified content, an essential skill.

As presented in Figure 1, the overall MLC methodological approach comprised pre-intervention and post-intervention tasks. This strategy facilitated an indicative assessment of the outcomes and impacts of the media literacy sessions. In more detail, tailored learning scenarios were developed for each group to address their unique needs and objectives, as detailed throughout this document. A range of learning strategies, fact-checking practices, and case studies were customised to fit the specific requirements of each audience, including adaptations of theories, methodologies, tools, and techniques. The proposed methodology helped us to collect preliminary data on the success of the campaigns, evaluating both the knowledge acquired and the impression left on participants by the MIL activities (which was employed in some of the campaigns). Before and after participating in MIL, each participant completed a questionnaire designed to assess these two aspects. A typical example can be seen in the questions posed before and after to the Primary Students (S) of the General Audience (GA) group (Figure 15). The pre-intervention questionnaire focuses on basic knowledge, such as participants' attitudes and reactions to misinformation, as well as their perceptions of news reliability. It examines how users perceive and manage the information they encounter online, including their ability to distinguish between true and false news, as well as the strategies they employ to verify the accuracy of information.

The post-intervention questionnaire assesses the acquisition of more complex knowledge gained during the MIL intervention, specifically individuals' comprehension and perception of fake news and the reliability of online information. It examines how participants react to potentially misleading or untrue news and the strategies they use to verify its accuracy. Furthermore, it analyses their ability to differentiate between facts, opinions, and falsehoods, as well as their capacity to evaluate reliable news sources. Notably, the post-intervention questionnaire also includes a question asking, "*Tell us if you liked the course you took. What did you like, and what would you change*?". The above process was applied once to each interest group, enabling us to gather valuable data that will guide the development and optimisation of our learning materials and scenarios.

The pre-/post-questionnaires given to students during media literacy activities were very useful to gain insight into the perceptions children and teenagers have of their countries' media landscapes. For example, many Maltese students (aged 11–18) participating in workshops had a somewhat cynical attitude towards journalism in Malta. From their feedback, this attitude appears to be twofold. Some seemed to have a negative view of the occupation/vocation itself, describing local journalism as "politically biased" and designed for "clickbait" – which suggests a poor understanding of what journalism is and the role it plays in society. The majority of students, however, appeared keenly aware of the situation facing journalists in Malta, as they said that it is a "dangerous job", that those who challenge the elected political parties are "shut down", and that journalists are "mostly mistreated and blamed". It was positive to note, however, students' keenness to discuss the subjects of media literacy and mis/disinformation further, with some commenting in the questionnaires that they would have liked the sessions to be longer.

In the case of Greece, the results obtained from analysing the pre-/post-questionnaires were also beneficial. Primary students in Greece demonstrated a deep understanding of the distinction between fact and opinion, and their criteria for identifying a reliable source improved significantly. It was also documented that they gained an understanding of the key elements of articles that should be checked, such as the credibility of the source, the accuracy of the claims made, and the presence of supporting evidence. One of the requests recorded by the majority of the students was to add more such activities to their curriculum. Moreover, the analysis of the General Audience's (GA) answers revealed significant improvement in adults' perception of misinformation and digital literacy issues. Initially, there was limited awareness of the steps required to verify news. Still, it was demonstrated that participants learned the basic steps of fact-checking, including how to cross-reference information, verify sources, and identify potential biases. Finally, after the MIL activity, participants developed a

stronger trust in fact-checking organisations and recognised their crucial role in ensuring the accuracy of information.

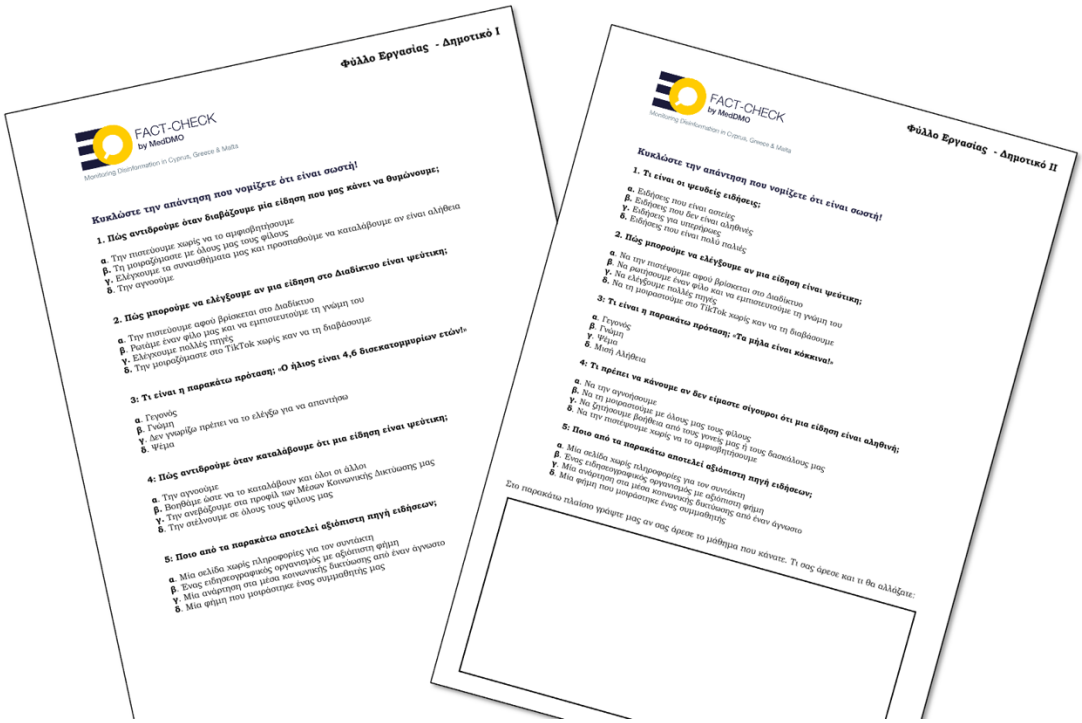

Figure 15: Indicative sample of pre- and post-intervention questionnaires followed within the core MIL methodology of MedDMO

7 Conclusions

The current deliverable outlines the organisation of media literacy events and campaigns associated with the work conducted in Work Package 4 (WP4), specifically Task 4.2. The organisation, preparation, and execution of the MedDMO MIL sessions were implemented in Cyprus, Greece, and Malta, guided by specific obligations and performance indicators listed in the project agreement. The implicated tasks were entirely accomplished in fulfilling the baseline standards, with most of the set targets being significantly exceeded in terms of the number, content, and perspectives involved in the interventions. The deployed plan emanated from the results of WP3 (Disinformation detection and research) and particularly T3.3 (Impact assessment of disinformation campaigns on society and democratic processes), and in conjunction with T4.1 (Prepare Training Material) and T4.3 (Train the Fact-checkers), crafting the necessary learning material and scenarios to meet and adapt to the needs of each trainee group. Valuable feedback and assessment data were collected, with the pioneering results being more than encouraging, thus validating the choices made and the methodologies employed within this undertaking. Overall, both trainers and trainees gained essential experience and indispensable know-how through the MIL procedures, which also led to innovation and meaningful results available to the scientific community (and the broader public) for further multidisciplinary advancements.

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Annex I: Detailed list of Media Literacy Activities, supplementing Table 1 with topics and outcomes

Table 2: Detailed list of the MIL activities conducted within the MedDMO framework

#	Partner(s)/ Country	Date	Title	Description and type of the activity	Outcome	Audience type and size
1	CERTH, Greece	12/09/23	Disinformation challenges, tools and techniques to deal or live with it	Keynote presentation at the 1st International Workshop on Disinformation and Toxic Content Analysis (DiTox 2023)	Informed the audience concerning disinformation impact, different types and definitions of disinformation, explained how to detect disinformation and verify content through the use of technological tools	Researchers (40-50)
2	CERTH, Greece	16/09/23	Disinformation: Risks and Measures. What should we know?	Presentation at public event at the NOESIS cultural centre, concerning disinformation, its potential dangers, what we have to know about this issue, proactive measures and impact mitigation through the use of technology	Raised awareness on the audience about Disinformation, shared media literacy content on different forms of manipulations, explained how to use technological tools that assist in verifying news and detect manipulations in multimedia content	Citizens (20)
3	CERTH, Greece	19/09/23	Behavioural and Policy Aspects of Online Disinformation	Keynote presentation at CLEF/PAN CLEF (Conference and Labs of the Evaluation Forum)/PAN 2023, Information Access Evaluation meets Multilinguality, Multimodality, and Visualization, which is a series of scientific events and shared tasks on digital text forensics and stylometry	Informed the audience on the impact of disinformation, possible forms on visual disinformation and manipulations of multimedia content, as well as multimedia content verification through the use of technological tools, info propagation and network analysis tools.	Researchers (30)

4	UCY, Cyprus	25/09/23	Disinformation and content verification techniques	Educational seminar on misinformation and content verification practices	Informed the audience and discussed the phenomenon of online misinformation in the current digital media ecosystem, including its key characteristics and the availability of different tools and practices that assist in content verification.	Library staff members at the University of Cyprus (20-30)
5	CERTH, Greece	03/10/23	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the Arsakeio High School of Thessaloniki	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 12-14 years old (27)
6	CERTH, Greece	09/10/23	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Student of Elliniki Paidia High school in Athens	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school student 12-year-old (6)
7	CERTH, Greece	10/10/23	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the 2nd Lyceum of Thermi Thessaloniki	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 14-17 years old (40)

8	CERTH, Greece	10/10/23	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the 2nd High School of Aridaia	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 12-14 years old (25)
9	UCY, Cyprus	10/10/23	Disinformation and content verification techniques	Educational seminar on misinformation and content verification practices	Informed the audience and showcasing different tools and practices that assist in content verification.	Journalism students (25)
10	CERTH, Greece	11/10/23	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the 3rd High School of Polichni - Thessaloniki	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 12-14 years old (24)
11	CERTH, Greece	16/10/23	Disinformation: Problem definition, challenges and reaction measures	Seminar in the framework of ChatLab - Researcher's night for the 2nd High School of Nea Makri - Athens	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 12-14 years old (75)

12	UCY, Cyprus	02/11/23	The Role of Media Literacy in Combating Information Disorder: The Case of the Mediterranean Digital Media Observatory (MedDMO)	Presentation at the first Cypriot-Estonian symposium titled "Cyprus and Estonia in the Face of Information Disorder: Media, Audiences, and State Institutions"	Speaking about MedDMO and its activities in the context of media literacy. Discussing the role of media literacy in combating online misinformation and disinformation, and addressing the challenges posed by information disorder.	Academia/General audience (50)
13	AUTH, Greece	19/11/23	Misinformation and News Authentication Techniques	Event organised by the Greek Safer Internet Centre of Foundation for Research & Technology – Hellas (FORTH). Anastasia Katsaounidou as invited speaker presented MedDMO and its activities.	Acquiring knowledge about detecting fake news for developing an algorithmic system for recognizing them, enhancing the students' skills.	Students (25)
14	AUTH, Greece	07/12/23	Media Literacy and Disinformation	University Lecture on Verifying content for journalists	Presentation about MedDMO and its activities	University Students (20)
15	AUTH, Greece	24/01/24	Media Literacy and Disinformation	University Lecture on postgraduate students related to Verifying online content	Presentation about MedDMO and its activities	University Postgraduate students (60)
16	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Invitation of the 1st Primary School of Leptokaria to the members of the scientific/research team of the Department of Journalism and Mass Communication, participating in the Mediterranean Digital Media Observatory (MedDMO) for a workshop with Media Literacy activities	Misinformation was discussed, specific tools and case studies were explored, and activities, actions, and games were conducted	Primary School Students (28)

17	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Invitation of the High School of Platamona to the members of the scientific/research team of the Department of Journalism and Mass Communication, participating in the Mediterranean Digital Media Observatory (MedDMO) for a workshop with Media Literacy activities	Misinformation was discussed, specific tools and case studies were explored, and activities, actions, and games were conducted	Secondary School Students (26)
18	AUTH, Greece	07/02/24	Media Literacy Workshop on Online Misinformation	Invitation of the High School of Platamona to the members of the scientific/research team of the Department of Journalism and Mass Communication, participating in the Mediterranean Digital Media Observatory (MedDMO) for a workshop with Media Literacy activities.	The workshop addressed misinformation and internet safety, explored relevant tools and case studies, and engaged in practical activities and simulations	Teachers Student's parents General Audience (33)
19	CERTH, Greece	12/02/24	Disinformation: Problem definition, challenges and reaction measures	Educational seminar on mis/disinformation and content verification practices	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school (Lyceum) children 15-17 years old (45)
20	CUT, Cyprus	14/02/24	Misinformation: risks and precautions Workshop	Presentation to the teachers. Fact-Check Cyprus (CUT, Cyprus) representatives visited Polemi Gymnasium, Paphos and Technical School, Paphos. The workshop was co-organized by MedDMO and CYbersafety EU-projects.	Speaking about Misinformation risks and precautions to high school educators, presented MedDMO and its objectives	High School Teachers (60)

21	AUTH, Greece	02/04/24	Disinformation and content verification techniques	Presentation to Journalism Students at the University of Cyprus	Speaking about Mis/Disinformation and the various tools and practices that assist in content verification.	Journalism students (20)
22	UCY, Cyprus	04/04/24	Disinformation and content verification techniques	Online training for journalism students at the Public Vocational Training Institute of Serres, Greece	Informed the audience about MedDMO, discussed the phenomenon of online mis/disinformation, and provided training on the various tools and practices that assist in content verification.	Journalism students (6)
23	CUT, Cyprus, Greece	10/04/24	Misinformation: risks and precautions Workshop	Seminar for university students. Fact-Check Cyprus (CUT, Cyprus) representatives visited Neapolis University, Paphos. The SCRC research unit (CUT) and Fact-Check Cyprus, in collaboration with Greece Fact Check, held a seminar for 15 undergraduate students from Cyprus and Greece.	Participants were taught about disinformation and its types, ways to use critical thinking against claims that appeal to emotion and evoke fear, anger, hate, etc with the intention of misleading. They were briefed on the challenges of artificial intelligence in disinformation and finally, they were involved in a hands-on fact checking activity. The results were more than encouraging with the students showing great interest.	University Students (15)

24	CERTH, Greece	20/04/24	AI against Disinformation	Seminar for university students of Electrical and computer engineering, concerning the evolution of AI in disinformation landscape	Informed the audience concerning different types and definitions of disinformation, basic concepts of Deep learning concepts, how AI assists in verification of multimedia content and manipulation detection	University Students of Electrical and computer engineering (120)
25	UoM, Malta	16/05/24	Media and Misinformation: A Workshop	Workshop for students aged 14-15. Representatives from the University of Malta's Department of Media and Communication visited San Andrea School, Malta.	Students aged 14-15 were introduced to MedDMO and engaged in discussions about mis/disinformation, social media and fact-checking.	Students aged 14-15 (11 in total)
26	UoM, Malta	17/05/24	Media and Misinformation: A Workshop	Two workshops for students aged 11-12 at St Martin's College, Malta. Representatives from the University of Malta's Department of Media and Communication visited St. Martin's College, Malta.	Students aged 11-12 were introduced to MedDMO and engaged in discussions about mis/disinformation online, how to identify false content, and how the term 'fake news' can actually be used to censor truth-tellers.	Students aged 11-12 (107 in total, but they were split into two groups)
27	UoM, Malta	21/05/24	Media and Misinformation: A Workshop	Workshop for students aged 16-18 at Junior College, Malta. Representatives from the University of Malta's Department of Media and Communication visited Junior College, Malta.	Students aged 16-17 were introduced to MedDMO and engaged in discussions about mis/disinformation, how to question content, and how the term 'fake news' can actually be used to censor truth-tellers.	Students aged 16-18 (40 in total)

28	CERTH, Greece	31/05/24	MedDMO tools for combating disinformation	Webinar, with live demo presentation of Media Asset Annotation and Management platform for MedDMO community members and members of the journalistic unions of Greece and Cyprus, demonstrating all the available tools	Through a live demo presentation of MAAM platform, showcasing all the available tools, the participants had the opportunity to get familiarised with existing potential capabilities for managing and analysing multimedia content and detect possible manipulations.	Journalism students, journalists, MedDMO community members (30 in total)
29	CERTH, Greece	10/06/24	MAAM demonstration to MedDMO fact-checkers	Online demonstration of MAAM platform and explanation of new functionalities to MedDMO fact-checkers	Better understanding of how to use MedDMO tools for fact-checking	7 fact checkers
30	CUT, Cyprus (in collaboration with TOM, AFP, EH, CERTH, UoM, Malta)	19/06/24	Fact-checking process webinar	Webinar	Journalists from Malta attended a webinar with the purpose of introducing the MedDMO and EDMO initiatives and presenting the fact-checking process the MedDMO fact-checking partners followed. Each fact-checker (partner) presented the process they followed to fact-check a specific disinformation case, and generally the way the combat misinformation. The webinar was co-organized by MedDMO and the Broadcasting Authority of Malta (CEO: Joana Spiteri).	Journalists (7 in total), other researchers/staff of the broadcasting authority (11 in total)

31	CERTH, AUTH, Greece, Greece	27/06/24	AI in journalism and misinformation: Overview, audiovisual applications and media literacy needs	AI community workshop	Presentation about MedDMO, its activities and technological innovation	Researchers, multidisciplinary AI Community (around 20)
32	CUT, Cyprus	28/06/24	Internet and Online Social Media: a blurred window on the world	Workshop, discussion on the topic of Disinformation	Students aged 13-18 attended the workshop where they learnt about disinformation, different types of disinformation, the evolution of disinformation from with the usage of social media and internet. They discussed different cases of disinformation in Cyprus and worldwide. MedDMO and Fact-Check Cyprus were also presented to the students.	Students (21 in total)
33	UCY, Cyprus	02/07/24	Disinformation and content verification techniques	Educational seminar on mis/disinformation and content verification practices.	Informed the audience and discussed the phenomenon of online misinformation in the current digital media ecosystem, including its key characteristics and the availability of different tools and practices that assist in content verification.	Students (aged from 15 to 18) - 30 in total

34	CUT, Cyprus	05/07/24	Fact-checking process workshop at CUT	Workshop: Three members of the Cyprus Radio Television Authority Staff who participate in the Authority's activities related to media literacy attended this workshop to better understand the fact-checking process starting from the detection of disinformation to publishing the fact-checking article.	The idea was to increase awareness and help them to better understand the process and the disinformation landscape in Cyprus. The knowledge gained from attending the workshop and discussion with fact-checkers will be used for the future media literacy trainings and campaigns organized by the authority. Additionally, the future involvement of MedDMO team to the media literacy events of the authority was discussed.	Cyprus Radio Television Authority Staff (3)
35	CERTH, Greece	13/08/24	Disinformation Dynamics in the Mediterranean: Analysing Strategies, Narratives and Impact on Electoral Processes in European Elections 2024	ECPR 2024 General Conference in University College Dublin 12-15/8/24: Panel chair and paper presenter	Presentation of research findings about the current disinformation campaigns and narratives during EU Elections in Greece, Cyprus, and Malta.	Political and social scientists, academics, researchers (25)
36	UCY, Cyprus	16/09/24	Disinformation and content verification techniques	Educational seminar on mis/disinformation and content verification practices	Informed the audience and discussed the phenomenon of online misinformation in the current digital media ecosystem, including its key characteristics and the availability of different tools and practices that assist in content verification.	Journalists (15)

37	AUTH, Greece	27/09/24	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanism	Workshop on Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanism, during the activities of the iMEdD International Journalism Forum 2024	The workshop explored the impact of tampered images and deep fakes, analyzing user reactions through attention detection mechanisms. Participants gained insights into the psychological effects and strategies for identifying manipulated content.	Journalists and Media Professionals (40)
38	CERTH, Greece	30/09/24	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the High School of Ierapetra	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school children 12-14 years old (24)
39	CERTH, Greece	01/10/24	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the High School of Krya Vrysi	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school (Lyceum) children 15-17 years old (21)
40	CERTH, Greece	03/10/24	Disinformation: Problem definition, challenges and reaction measures	Webinar in the framework of ChatLab - Researcher's night for the High School of Skydra	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school (Lyceum) children 15-17 years old (23)

41	CUT, Cyprus	29/11/24	Fact-checking workshop for the staff of Cyprus Radio Television Authority (CRTA).	Fact-checking workshop for the staff of CRTA conducted in the CRTA premises (a follow up activity after the CRTA visit to CUT). The workshop ended with a Q&A session.	The workshop introduced the CRTA staff in the fact-checking process, from the detection of disinformation to publishing the fact-checking article, thus increasing awareness and helping understand the disinformation landscape in Cyprus.	Cyprus Radio Television Authority Staff (18)
42	UCY, Cyprus	03/12/24	Disinformation in the Digital Media Ecosystem: Trends and challenges	Participation of MedDMO in an Interdisciplinary Forum at the University of Cyprus titled "Addressing Hybrid Threats: Implications for Society and the Democratic Process."	Informed the audience and discussed the phenomena of online mis- and disinformation in the current digital media ecosystem and its key characteristics.	Academia/University audience (30)
43	AUTH, Greece	03/12/24	Media Literacy on Misinformation and Disinformation	Workshop on Media Literacy involving first-year high school students from the high schools of Kefalonia	Misinformation was discussed, specific tools and case studies were explored, and activities, actions, and games were conducted	Students (65)
44	AUTH, Greece	25/12/24	Media Literacy on Misinformation and Disinformation	Workshop on Media Literacy involving students from the 1st and 2nd High School as well as the Vocational High Schools of Argostoli, Kefalonia	Misinformation was discussed, specific tools and case studies were explored, and activities, actions, and games were conducted	Students (80)
45	CERTH, Malta	16/01/25	MedDMO presentation	Participation (online) in meeting of Malta national authorities	Presentation of MedDMO and discussion on possible ways MedDMO can assist national Authorities	National Authorities high level executives

46	UoM, Malta	21/01/25	A chat about media literacy and misinformation	An interactive talk organised for students at Junior College, Malta.	The talk introduced MedDMO and its work to students and discussed the following: social media and AI-generated content, the web archive and how it can be used, our research into the growing disinformation tactic of bogus copyright complaints made to Google, and why 'fake news' is problematic and can be used as a censorship tactic against the media.	High school (16-17 years old). The group consisted of around 80.
47	CUT, Cyprus	11/02/25	Spot the Truth stop at Safer Internet Day 2025 event	A desk at the Safer Internet Day event organized by the Pedagogical Institute, students in group stop there and discussed disinformation and played a game to spot the AI generated content	Dissemination of the MedDMO project, students of all ages with their teachers got to know about disinformation, learnt how to spot AI-generated or manipulated content	Students: >100, teachers>15
48	AUTH, Greece	26/02/25	Fake news in Europe, Search the Truth	Participation in a workshop discussing current status of misinformation in Europe and the role of MIL and EDMO initiatives	Dissemination of the MedDMO project, presenting misinformation aspects coupled with specific (MedDMO) tools, solutions and best practices. Discussion with high-school students and educators was conducted and useful conclusions were extracted	High-school students (>40), teachers, educators and local administration representatives (>10)
49	AUTH, Greece, CERTH, Greece, EH	07/03/25	MedDMO presentation	Participation in a workshop organised by the Union of Journalists and AUTH, Greece on 'disinformation in the AI era'	Presentation of MedDMO and its purposes	Journalists, students of journalism and local Authorities (total around 50)

50	CUT, Cyprus	27/03/25	Disinformation and Fact-checking workshop for ANT1 journalists	A workshop organized by MedDMO and Cyprus Radio Television Authority for journalist in the topic of disinformation and fact-checking	Dissemination of the MedDMO project outcomes, professional journalist learned about the disinformation landscape in Cyprus and the fact-checking process, and their role in combating disinformation	Journalists 10-15
51	CERTH, Greece	28/03/25	Disinformation: Problem definition, challenges and reaction measures	Seminar in High School visiting CERTH, Greece	Informed the audience concerning disinformation impact, different types and definitions of disinformation, policies and efforts against disinformation. Explained how to detect and be resilient against disinformation.	High school (Lyceum) children 15-17 years old (28)
52	CERTH, Greece	31/03/25	Disinformation and content verification techniques	Festival of Science and Technology «De La Salle Science Festival»	Deepfake quizzes: Informed the audience and discussed the phenomenon of online misinformation in the current digital media ecosystem, including its key characteristics and the availability of different tools and practices that assist in content verification.	Students aged 5-12 (10) and their parents (10)
53	CUT, Cyprus	03/04/25	Disinformation and Fact-checking workshop for journalists at the Cyprus Radio Television Authority	A workshop organized by MedDMO and Cyprus Radio Television Authority for journalist in the topic of disinformation and fact-checking	Dissemination of the MedDMO project outcomes, professional journalist learned about the disinformation landscape in Cyprus and the fact-checking process, and their role in combating disinformation	Journalists 10-15

54	EH, AUTH, CERTH, Greece	03/04/25	Understanding information disorder and the role of AI + Workshop on tools and techniques for content verification	Presentation and interactive workshop held at AUTH with the participation of 12 students from the 2nd Lyceum of Pylea and 12 visiting students from Collège Sismondi, Geneva.	Dissemination of the MedDMO project and introduction to the phenomenon of information disorder. Presentation of real-world examples of how AI-generated content is used to spread mis/disinformation, followed by interactive workshop where students investigated real-world cases of visual-based disinformation.	High school students aged 17-18 from Greece and Switzerland (24)
55	CUT, Cyprus	28/04/25	Disinformation and Fact-checking workshop for the Ministry of Foreign Affairs	A workshop organized by MedDMO and Fact Check Cyprus in the topic of disinformation and fact-checking	Dissemination of the MedDMO project, seeking collaboration with governmental bodies	Ministry Officials (6)
56	AUTH, Greece	06/05/25	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanisms	Workshop on Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanism with Journalism Students of Digital Media and Communication, Ionian University	The workshop explored the impact of tampered images and deep fakes, analyzing user reactions through attention detection mechanisms. Participants gained insights into the psychological effects and strategies for identifying manipulated content.	Students (31)
57	CERTH/all partners, Greece, Cyprus, Malta	13/05/25	EDMO 'Be Online Smart' campaign	CERTH organised a presentation of the 'Be Online Smart' campaign and educational seminar on mis/disinformation and content verification practices. Throughout May 2025, MedDMO partners in Greece, Cyprus and Malta organised a number of	CERTH's presentation: Discussion about how algorithms influence the content we see every day — shaping our perceptions, beliefs, and decisions, and why it's important to be critical, curious, and digitally aware.	Students aged 14-15 years old/CERTH (45); Students and general public of all ages/other activities (broad populations)

				activities related to the campaign, including distributing campaign postcards around university campuses and other central areas.		
58	CUT, Cyprus	22/05/25	Disinformation and Fact-checking workshop for journalists at Cyprus Broadcasting Corporation premises	Referred to the forms and mechanisms of disinformation, as well as its impacts on public health, public safety, political dialogue, social cohesion and the economy. In the discussion that followed, the important role of journalists in identifying and combating disinformation and in ensuring the quality of information, as a guarantee of maintaining democracy, was highlighted.	Journalists and media professionals got informed for the disinformation landscape in Cyprus, and the fact-checking fundamentals. They also discussed their role in combating disinformation and the effect of this role.	Journalists, Media professionals (30)
59	AUTH, Greece	29/05/25	Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanisms	Workshop on Understanding tampered images/deep fakes impact by monitoring user's reactions through attention detection mechanism with Journalism Students of School of Journalism and Mass Communications, Aristotle University	The workshop explored the impact of tampered images and deep fakes, analyzing user reactions through attention detection mechanisms. Participants gained insights into the psychological effects and strategies for identifying manipulated content.	Students (12)

60	CUT, CERTH, ToM, UoM, Malta	17/06/25	Webinar “The Fight Against Disinformation in Malta”	The webinar was co-organised by MedDMO and the Broadcasting Authority of Malta. Media professionals and journalists in Malta had the opportunity to participate in a discussion relevant to combating disinformation in Malta.	The participants had the opportunity to get information about the key players and the efforts made in Malta, and the wider EU to combat disinformation.	Media Professionals, Journalists (40)



Mediterranean Digital Media Observatory



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