

**RECLAIM Toolkit for
Media Literacy**

***Extra*
*Resources***

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External Visits and Expert Contributions

During the five days of the Skills Lab organised as part of the Horizon Europe project “Reclaiming Liberal Democracy in the Post-Factual Age”, participants engaged in learning experiences that combined expert-led sessions with insightful institutional visits. These interactions expanded their understanding of the media landscape, disinformation challenges, and the importance of journalism and regulation in the digital age. **Based on this positive experience, we strongly suggest that media literacy facilitators - when possible - invite external experts and organise visits to relevant organisations. Doing so not only brings the subject matter to life but also significantly enhances participants’ engagement and comprehension.** Below you find a short description of content discussed during the sessions led by experts and the visit to the European External Action Service (EEAS).

Luboš Kukliš, Member of the Digital Services Act (DSA) Enforcement Team at the European Commission, delivered a session on the DSA and its essential role in countering online disinformation. Kukliš outlined how the DSA introduces a modern regulatory framework for digital services, enhancing transparency, accountability, and user protection, especially from the harmful influence of disinformation. This talk laid a foundational understanding of the legal landscape participants would explore further throughout the programme.

Trisha Meyer, Director at the Centre for Digitalisation, Democracy and Innovation (Vrije Universiteit Brussel), explored the balance between curbing disinformation and upholding freedom of expression. Her session examined the various governmental responses to disinformation, contrasting democratic and authoritarian approaches. Participants learned how the EU’s comprehensive strategy, which includes the European Democracy Action Plan and the Digital Services Act, supports media freedom while countering manipulation. Finally, Trish discussed the role of the European Digital Media Observatory (EDMO) in the fight against disinformation, explaining how the organisation operates and collaborates across Europe.

Renate Schroeder, Director of the European Federation of Journalists (EFJ), led a thought-provoking session on journalism’s evolving role. She discussed threats to media freedom across Europe, emphasising the value of public and independent media. Participants were especially interested in the concept of “news deserts” and the urgent need to support local journalism. Ms Schroeder’s insights on the rise of disinformation through social media and the challenges of post-truth politics highlighted the complex environment in which journalists operate today.

Christian Spahr, Managing Director of Lie Detectors, introduced participants to Lie Detectors’ work in training educators and students to identify and challenge disinformation. Spahr argued that journalists play a crucial role in fostering media literacy, acting as independent voices who can demystify the media for young people. Participants actively contributed ideas on how to enhance media literacy training in schools and asked questions about policymaker involvement in this process.

The visit to the European External Action Service (EEAS) offered an institutional perspective on foreign information threats. During a conversation with

participants, Fulvia Menin and Katarzyna Sumislawska explained the risks posed by foreign information manipulation and interference (FIMI), particularly from Russia. Participants were shown concrete examples of how disinformation spreads, the actors behind it, and its global impact. The EEAS's flagship initiative, EUvsDisinfo, was presented as a comprehensive response strategy combining regulation, public awareness, and civil society engagement.

These expert engagements and institutional visits provided participants with a multidimensional view of media and disinformation. The opportunity to learn directly from professionals not only enriched their knowledge but also inspired critical reflection on the responsibilities of both media creators and consumers in protecting democratic values.

Media Literacy Resources

To support facilitators in delivering impactful media literacy sessions, we are providing a selection of key extra resources. These materials are designed to help expand their understanding of core media literacy concepts and practices, such as disinformation, media bias, social media, and artificial intelligence. Media literacy is a complex and evolving field, and having access to up-to-date, reliable resources is essential for anyone guiding others through these topics. By engaging with these tools, facilitators can gain practical insights, discover best practices, and stay informed about current challenges in the media landscape.

1. Media Literacy

UNESCO – Media and Information Literacy

It offers global curricula, teacher training resources, toolkits, and policy briefs for promoting media literacy across nations.

<https://en.unesco.org/themes/media-and-information-literacy>

Common Sense Education – Digital Citizenship & Media Literacy

It provides free, age-appropriate lesson plans and interactive tools to teach digital citizenship, media balance, and online safety.

<https://www.commonsense.org/education/digital-citizenship>

NAMLE – National Association for Media Literacy Education (U.S.)

It offers guidelines, webinars, a media literacy journal, and a national conference for educators, researchers, and advocates.

<https://namle.net/>

MediaSmarts (Canada)

It offers interactive games, videos, and curriculum resources for parents, educators, and youth on digital and media literacy.

<https://mediasmarts.ca/>

European Digital Media Observatory (EDMO)

EDMO Council developed a set of principles and guidelines for effective media literacy initiatives with input from the EDMO Hubs and other practitioners and experts. Its goal is to increase the effectiveness of media literacy initiatives across Europe by developing guidelines that new and existing practitioners can consult.

<https://edmo.eu/areas-of-activities/media-literacy/raising-standards-the-edmo-guidelines/>

Media & Learning Association

The Association brings together a community of individuals and organisations keen to maximise the benefits of media for learning at all levels of formal and informal education and training.

<https://media-and-learning.eu/>

2. Mis/Disinformation

The Glass Room

Developed by [Tactical Tech](#), is a public intervention that provides an interactive, fun, and challenging experience, bringing to life the most pressing challenges facing people and the tech industry today. As technology reaches a global scale and becomes embedded in every part of our lives and our environments, The Glass Room examines its impacts and helps visitors explore practical solutions to mitigate them.

<https://theglassroom.org/>

International Fact-Checking Network (IFCN)

It features global fact-checking initiatives, best practices, and tools to identify and debunk misinformation.

<https://www.poynter.org/ifcn/>

European Commission – Code of Practice on Disinformation

The Code of Practice on Disinformation is a pioneering framework to address the spread of disinformation, agreed upon by a number of relevant stakeholders.

<https://digital-strategy.ec.europa.eu/en/policies/code-practice-disinformation>

Pew Research Centre – Misinformation and Fake News

It offers public opinion data, research studies, and trends on misinformation, fake news, and trust in media.

<https://www.pewresearch.org/topic/news-habits-media/misinformation-fake-news/>

Shorenstein Centre on Media, Politics and Public Policy (Harvard Kennedy School)

It provides research articles, policy briefs, and digital media analysis on how misinformation and disinformation affect politics and society.

<https://shorensteincenter.org/>

Global Investigative Journalism Network

Four Quick Ways to Verify Images on a Smartphone

<https://gijn.org/resource/four-quick-ways-to-verify-images-on-a-smartphone/>

New Literacy Project

It explains what lateral reading is and how to use it.

<https://newslit.org/tips-tools/expand-your-view-with-lateral-reading/>

Inoculation Theory – University of Cambridge

Pre-bunking – Inoculation theory

<https://www.cam.ac.uk/stories/inoculateexperiment>

3. Conspiracy Theories

The European Commission

The European Commission and UNESCO publicised a set of ten educational infographics helping citizens identify, debunk and counter conspiracy theories.

https://commission.europa.eu/strategy-and-policy/coronavirus-response/fighting-disinformation/identifying-conspiracy-theories_en

Big Think

Facts Don't Win Fights: Here's How to Cut Through Confirmation Bias.

<https://www.youtube.com/watch?v=kyioZODhKbE>

The School of Thought

The Conspiracy Test is a collaboration between the School of Thought and the University of Queensland Critical Thinking Project. It is a gamified interactive platform to help increase healthy scepticism for conspiracy theories.

<https://theconspiracytest.org/>

American Psychological Association (APA) – Psychology of Conspiracy Theories

Studies available on the website explore the cognitive, emotional, and social drivers of conspiracy beliefs through expert articles and psychological research.

<https://www.apa.org/>

4. News Media Literacy

News Literacy Project

The News Literacy Project aims to create systemic change in American education to ensure all students are skilled in news literacy before they graduate high school, giving them the knowledge and ability to participate in civic society as well-informed, critical thinkers.

<https://newslit.org/>

The Trust Project

The Trust Project is an international consortium of news organizations promoting standards of transparency and working with technology platforms to affirm and amplify journalism's commitment to transparency, accuracy, multiple perspectives, and fairness so that the public can make informed news choices.

<https://thetrustproject.org/>

Behind the Headlines

This is The Guardian's programme to empower young people to understand, critically analyse, engage with and participate in the media.

<https://theguardianfoundation.org/programmes/behind-the-headlines>

5. Media Literacy and Citizenship

The Influence Industry Project

It supports civil society to respond to the influence industry by sharing case studies and providing learning resources and activities on digital and political literacies.

<https://influenceindustry.org/en/inform/>

The Digital Citizenship Map

It gathers initiatives that promote digital citizenship and serve as inspiration for decision makers and active citizens in Europe.

<https://digitalcitizenshipmap.eu/>

Transformative Media Pedagogies

This is a recorded webinar of the launch of 'Transformative Media Pedagogies', a book edited by Paul Mihailidis, Sangita Shresthova and Megan Fromm that explores the concept of individual and collective transformation as the underlying driver for media pedagogy.

<https://www.youtube.com/watch?v=Z88RchWtDBs>

EU Kids Online

This is a multinational research network that seeks to enhance knowledge of European children's online opportunities, risks and safety. It uses multiple methods to map children's and parents' experiences of the internet, in dialogue with national and European policy stakeholders.

<http://eukidsonline.net/>

6. Media Literacy and AI / Algorithms

Algowatch

This project aims to shed light on the phenomenon of algorithmic disinformation as a threat to democratic societies, and engage participants via game strategies and online/onsite events.

<https://algowatch.eu/project/objectives/>

The Algorithm Literacy & Data Project

It aims to raise awareness and educate kids about the presence of algorithms and how they influence our digital experiences.

https://algorithmliteracy.org/?utm_source=chatgpt.com

Data & Society – Algorithmic Accountability

It provides in-depth research and publications on how AI shapes media, perception, and public life.

<https://datasociety.net/research/algorithmic-accountability/>

AI and Ethics at Harvard Berkman Klein Centre

The centre explores ethical and literacy challenges of AI systems, misinformation, and automated media manipulation.

<https://cyber.harvard.edu/research/ai>

7. Online Games

Bad news game

<https://www.getbadnews.com/en>

Harmony Square

<https://www.harmonysquare.game/>

The goal of these two games is to expose the tactics and manipulation techniques that are used to mislead people, build up a following, or exploit societal tensions for political purposes. They work as a psychological “vaccine” against disinformation: playing it builds cognitive resistance against common forms of manipulation that you may encounter online.

Interland

Developed by Google, this is an online adventure that teaches children aged between 7-12 the key lessons of internet safety through four challenging games.

https://beinternetlegends.withgoogle.com/en_ie/interland



About RECLAIM

RECLAIM is a three-year research project (2022-2025) funded by the European Union's Horizon Europe program. Consisting of a consortium of researchers from thirteen partner universities around Europe, the RECLAIM project addresses the implications of the challenge of post-truth politics for the future of liberal democracy in Europe, in order to (a) produce theoretically and empirically robust visions for the future of liberal democratic institutions, (b) to reflect on the meaning of liberal democracy in the 21st century in Europe and, (c) to develop recommendations, toolkits, narratives and methodologies to reinstate the legitimacy and effectiveness of liberal democracies.

About TEPSA

The Trans European Policy Studies Association (TEPSA) was established in 1974 as the first transnational research network in the field of EU affairs. It comprises leading research institutes throughout Europe, with an office in Brussels. Its aim is to provide high-quality research on European integration to stimulate discussion on policies and political options for Europe. This is achieved by the interaction between the European and national institutions as well as the academic and research community. TEPSA is active on a wide range of research topics, focusing on differentiated integration, the EU's external relations, democratic participation and citizens' engagement.