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WORK PACKAGE N° 19

CONFERENCES ON THE IMPACT OF FAKE NEWS ON THE EUROPEAN DEMOCRACIES, HELD IN GREECE

Delivered by:

INNOVATION HIVE



Innovation Hive

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| EVENT DESCRIPTION | |
|-------------------------------|---|
| Event number: | WP19 |
| Event name: | CONFERENCES ON THE IMPACT OF FAKE NEWS ON THE EUROPEAN DEMOCRACIES, HELD IN GREECE |
| Type: | Laboratory |
| In situ/online: | Spot |
| Location: | Larissa, Greece |
| Date(s): | November 30th, 2025 |
| Website(s) (if any): | Article on the partner's website: https://innovationhive.eu/strengthening-media-literacy-through-dialogue-the-medmas-conference-in-athens/ |
| Participants | |
| Female: | 40 |
| Male: | 36 |
| Non-binary: | N/A |
| From country 1- Greece: | 76 |
| From country 2 [name]: | N/A |
| From country 3 [name]: | N/A |
| ... | |
| Total number of participants: | 76 |
| | Of the total number of countries: |
| | 1 |
| Description | |

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Give a brief description of the event and its activities.

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1. Introduction

On 30 November, a MEDMAS public conference on disinformation and fake news was successfully organised in Athens by Innovation Hive, partner organisation in the MEDMAS project, in collaboration with INACT Festival. The event was hosted at the Athens University of Economics and Business (ASOE) and attracted 76 participants, the majority of whom were young people and university students.

The conference aimed to raise awareness around the growing phenomenon of disinformation and fake news, while strengthening young people's capacity to critically assess digital content. Given the university setting and the profile of the audience, the event was designed to directly engage a demographic that is highly active online and therefore particularly exposed to misleading information, algorithmic manipulation, and viral false narratives.

The initiative combined structured knowledge-sharing with interactive learning, offering participants both theoretical insights and practical tools to better understand how misinformation spreads and how it can be challenged. The academic environment of ASOE provided an ideal setting for open dialogue, critical reflection, and active participation, encouraging attendees to question dominant narratives and reflect on their own role as consumers and sharers of online information.

The conference unfolded in two main parts: an introductory presentation on disinformation and media literacy within the framework of the MEDMAS project, followed by an interactive session showcasing the MediaMasters educational game. This was complemented by a public information booth outside the main conference hall, allowing further engagement with festival visitors and interested participants.

Overall, the event represented a meaningful step in promoting media literacy among young people in Athens, reinforcing the importance of equipping students and citizens

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with the skills needed to navigate today's complex digital information landscape with confidence and responsibility.

2. Program and implementation of events

The MEDMAS conference was structured as a half-day awareness and engagement activity, combining expert input, interactive learning, and open public outreach. Implemented within the premises of the Athens University of Economics and Business, the event followed a participatory format suitable for a predominantly youth and student audience.

Event Flow

1. Project Presentation

The conference opened with a presentation delivered by facilitators from Innovation Hive, introducing the MEDMAS project, its objectives, and its relevance in the current digital environment. Participants were familiarised with key concepts such as disinformation, fake news, misinformation, and digital credibility. The presentation addressed how false or misleading content spreads online, the role of social media platforms, and the psychological and emotional mechanisms that make certain narratives more persuasive and shareable.

To support understanding, the facilitators presented real-life examples of fake news and misleading online content, encouraging participants to reflect on their own experiences across digital platforms. Particular emphasis was placed on the responsibility of young people as both consumers and amplifiers of information, highlighting the importance of verification, source evaluation, and critical thinking in academic and everyday contexts.

The presentation was delivered in an accessible and dialogue-based manner, allowing participants to intervene with comments and questions, and setting the foundation for the interactive session that followed.

(Presentation slides)





ΤΙ ΣΗΜΑΙΝΕΙ MEDIA LITERACY?

Παιδεία στα Μέσα (media literacy) σύμφωνα με την Ευρωπαϊκή Επιτροπή (COM 2007/833, REC 2009/625/EC, COM 2018/22, Council Conclusions 9641/2016) είναι ένα σύνολο ικανοτήτων που περιλαμβάνει:

- Την πρόσβαση στα παραδοσιακά και νέα μέσα επικοινωνίας μέσω της κατάλληλης υποδομής
- Την κατανόηση, ανάλυση και κριτική αξιολόγηση των μηνυμάτων των Μέσων και των περιεχομένων τους
- Τη δυνατότητα έκφρασης και δημιουργίας στα Μέσα, σε διαφορετικές πολυμεσικές πλατφόρμες και επικοινωνιακές συνθήκες



ΕΙΔΗ FAKE NEWS

- ✓ Clickbait
- ✓ Ψευδείς Ειδήσεις
- ✓ Παραπλανητικό Περιεχόμενο
- ✓ Παραπομπιμένες Φωτογραφίες/Βίντεο
- ✓ Σατιρικό Περιεχόμενο που παρεχήγεται
- ✓ Scam

2. Interactive Demonstration of the MediaMasters Game

Following the presentation, participants were introduced to the MediaMasters educational game, developed within the MEDMAS project. Rather than a traditional gameplay session, the game was demonstrated interactively, with participants collectively analysing scenarios, discussing possible responses, and reflecting on decision-making processes.

Through realistic media cases, participants explored how news items can be questioned, verified, and assessed for credibility. The facilitators guided the discussion, clarifying key concepts such as bias, manipulation techniques, emotional framing, and source reliability. This interactive format encouraged active participation, peer exchange, and critical reflection, helping participants connect theoretical knowledge with practical application.

3. Public Information Booth and Open Dialogue

After the main conference session, Innovation Hive set up an information booth outside the main conference hall, creating an informal space for continued engagement. Conference participants and festival visitors were invited to approach the booth, ask questions, explore the MediaMasters game in more depth, and discuss issues related to fake news and digital responsibility.

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This open format extended the reach of the event beyond the conference room and allowed for one-to-one conversations, particularly with young people interested in media literacy, digital rights, and responsible online behaviour.

3. Feedback:

The conference concluded with informal feedback discussions, both during the interactive session and at the information booth. Participants expressed strong interest in the topic of disinformation, highlighting its relevance to their academic lives and everyday digital practices.

Many attendees noted that the combination of presentation and interactive demonstration made complex concepts easier to understand. The MediaMasters game was perceived as a valuable educational tool, as it presented realistic scenarios that reflected the types of content participants encounter daily on social media and news platforms. Participants appreciated the opportunity to actively analyse examples rather than passively receive information.

A recurring point raised during discussions concerned the importance of clarity and conciseness in educational tools. Some participants observed that certain scenarios require careful reading and reflection, particularly when time is limited. However, this was also recognised as a realistic reflection of the pressures experienced in real online environments, where users are often encouraged to react quickly without verifying information.

The visual and functional design of the MediaMasters game was positively received. Participants described it as modern, clear, and suitable for young audiences, supporting engagement and focus. The professional appearance of the tool reinforced its credibility and educational value.

Importantly, the event stimulated deeper reflection and critical questioning among participants. Discussions addressed issues such as:

- Why misinformation spreads so rapidly online
- How algorithms influence visibility and engagement
- The emotional triggers behind viral fake news
- Practical strategies for verifying information before sharing

These conversations demonstrated that participants were not only absorbing information but actively reflecting on their own digital behaviour. The collaborative nature of the discussions, both during the conference and at the booth, allowed participants to exchange perspectives and learn from one another.



Overall, feedback highlighted strong engagement, curiosity, and a clear desire for more initiatives of this kind within academic environments. The insights gathered will inform future MEDMAS activities and support the continued refinement of interactive media literacy interventions.

4. Communication and promotion of the initiative

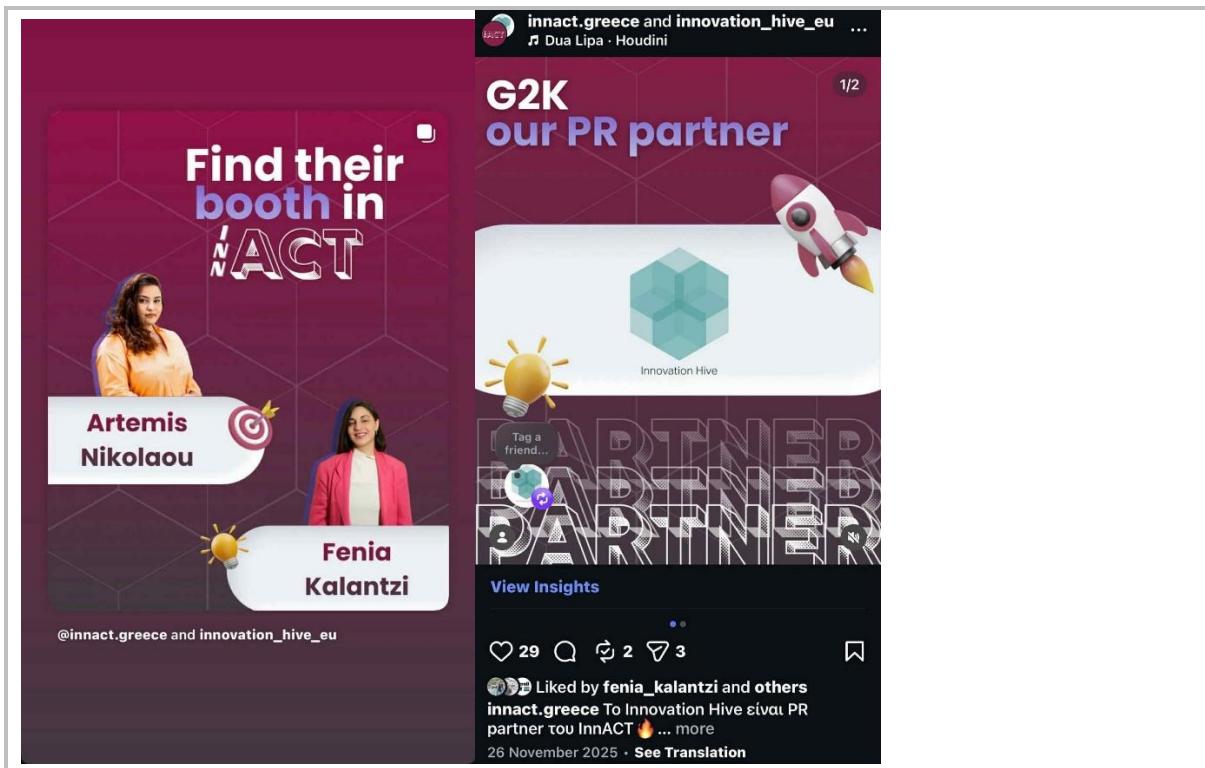
The MEDMAS conference was promoted through targeted communication actions carefully adapted to its academic and cultural context, with a strong emphasis on reaching young people and university audiences. Promotion was carried out primarily through Innovation Hive's communication channels, including social media and online project-related outreach, ensuring alignment with the organisation's existing audience interested in education, digital skills, and civic engagement.

A particularly significant contribution to the dissemination of the event came through the collaboration with INACT Festival, whose established cultural platform and strong connection with youth communities substantially amplified the conference's visibility. INACT Festival actively promoted the MEDMAS event through dedicated social media posts and stories, highlighting both the conference content and the people behind its implementation. Notably, the festival created specific posts introducing the representatives of Innovation Hive, presenting their profiles, roles, and expertise in the fields of media literacy, digital citizenship, and disinformation. This personalised approach helped humanise the project, build trust with audiences, and generate increased interest and engagement.

In addition, INACT Festival enriched the dissemination efforts by producing tailored content before and during the event, including announcements, visual material, and live updates from the conference venue. This content showcased key moments from the presentations, and the public information booth, further reinforcing the educational and participatory nature of the initiative. By embedding the MEDMAS conference within its broader festival communication flow, INACT Festival successfully extended the project's reach beyond traditional academic circles, attracting participants who may not otherwise engage with media literacy activities.



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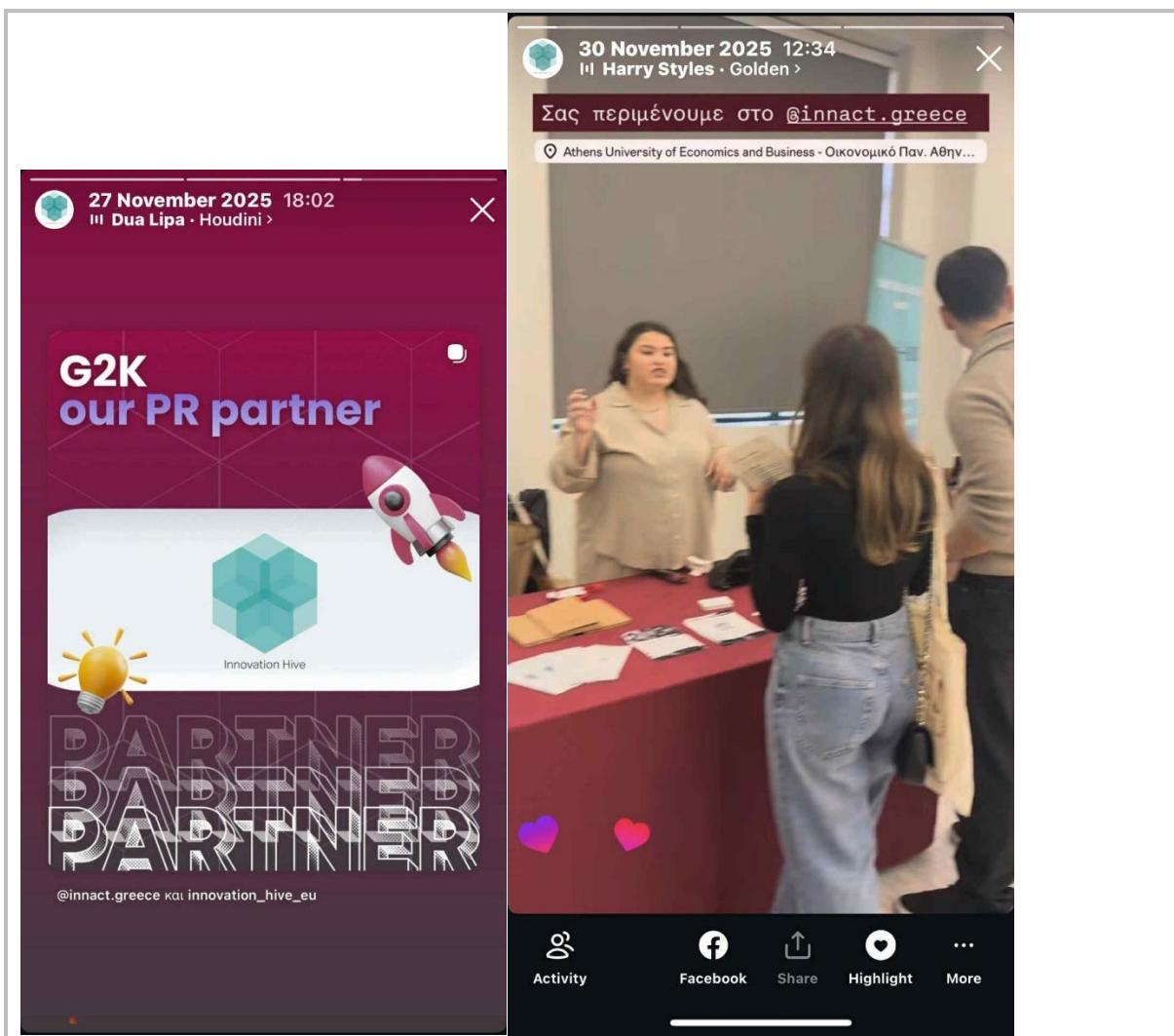
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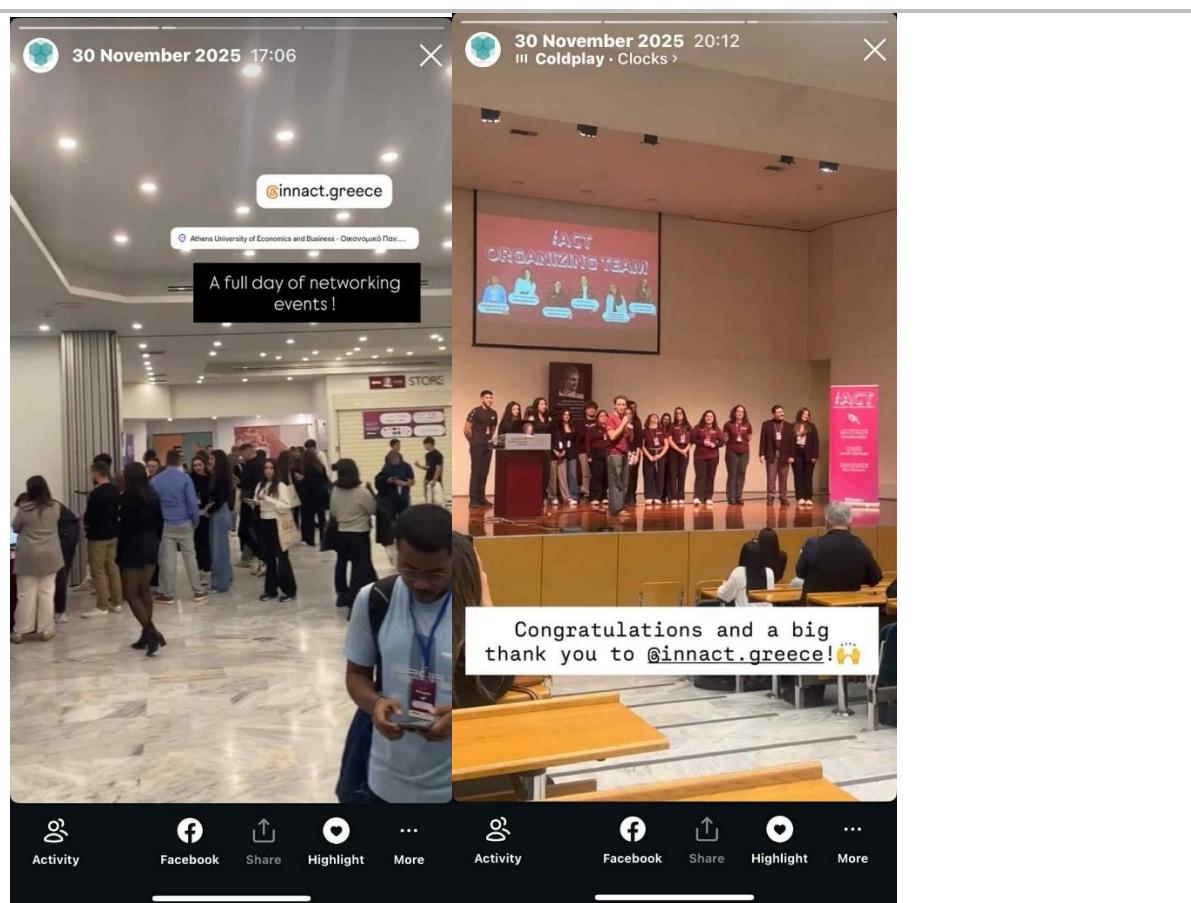
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Overall, the combined communication efforts of Innovation Hive and INACT Festival significantly strengthened the dissemination impact of the MEDMAS conference. The synergy between an educational organisation and a cultural festival demonstrated the effectiveness of cross-sector collaboration in raising awareness about disinformation and promoting media literacy among diverse and youth-oriented audiences.

On the day of the event, Innovation Hive actively documented the conference through its social media channels, particularly Instagram and Facebook. Real-time content, including photos, short videos, and highlights from the presentation, interactive session, and information booth, was shared to showcase participant engagement and the experiential nature of the activity.

This online dissemination aimed to extend the impact of the event beyond physical attendees, raising awareness of the MEDMAS project and its tools among a wider audience. The combination of on-site engagement and digital communication contributed to strengthening the project's visibility and reinforcing its message on the importance of media literacy and critical digital citizenship.

To formally conclude the dissemination cycle of the activity, an in-depth article summarising the conference outcomes was published on the Innovation Hive website after the event. The article documented the main discussions, key messages, and participant



engagement, while also highlighting the role of the MEDMAS project and its tools in addressing disinformation and fake news. This post-event publication ensured longer-term visibility of the initiative, allowed stakeholders who did not attend to access its key insights, and served as a permanent digital record of the conference's impact.



Strengthening Media Literacy Through Dialogue: The MEDMAS Conference in Athens

As part of its ongoing commitment to strengthening media literacy and promoting informed digital citizenship, Innovation Hive, partner organisation in the MEDMAS project, organised a public conference in Athens on 30 November, focusing on the growing challenges of disinformation and fake news in the digital era. The event was implemented in collaboration with INACT Festival and was hosted at Athens University of Economics and Business (ASOE), creating a strong academic and youth-oriented setting for the discussion.

The conference gathered 56 participants, predominantly young people and university students, alongside educators, civil society representatives, and engaged citizens. Hosting the event within a university environment proved particularly effective, as it directly engaged a demographic that is highly active online and therefore especially exposed to misinformation and misleading digital content.

The event opened with a structured presentation delivered by Innovation Hive, introducing the MEDMAS project and its objectives. The presentation explored how disinformation spreads across digital platforms, the psychological and social mechanisms behind fake news, and the impact of misinformation on democratic participation, public trust, and social cohesion. Special emphasis was placed on the role of young people as both consumers and potential amplifiers of online content, underlining the importance of critical thinking and media literacy skills in academic and everyday contexts.

Following the presentation, participants took part in an interactive session showcasing the **MediaMasters** educational game, developed within the MEDMAS project. Through live demonstration and open discussion, attendees explored realistic media scenarios and examined how news items can be analysed, verified, and questioned. This hands-on approach encouraged active participation and helped translate theoretical concepts into practical skills that young people can apply in their daily digital lives.

5. Photos

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| CHANGE HISTORY | | |
|----------------|-------------|------------------|
| VERSION | PUBLICATION | CHANGE |
| 1.0 | | Original version |
| | | |
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