


Chapter 5


The Role of Media Literacy Education in Countering Disinformation and Misinformation: Exploring the Capability of Youth and Media in North Macedonia to Recognize False Narratives

Agron Vrangalla

 <https://orcid.org/0000-0001-9621-0229>


Mother Teresa University, North Macedonia

Agron Kurtishi

 <https://orcid.org/0000-0002-0430-0380>


Mother Teresa University, North Macedonia

Arta Xhelili

 <https://orcid.org/0000-0001-5345-9948>

Mother Teresa University, North Macedonia

Avni Remzi Avdiu

 <https://orcid.org/0009-0000-3646-0963>

Mother Teresa University, North Macedonia

DOI: 10.4018/979-8-3693-9601-8.ch005

ABSTRACT

This study aims to examine media content in the Republic of North Macedonia to identify the presence and use of disinformation and misinformation, and to explore the relationship between media literacy education and public perceptions of these phenomena. Employing a mixed-methods approach, the research integrates both qualitative and quantitative methods across two distinct studies with complementary objectives. The findings indicate a significant presence of disinformation and misinformation within North Macedonian media, alongside a notable deficiency in the audience's ability—particularly among youth—to critically assess and verify online content. The study offers valuable insights into the current media environment and provides actionable recommendations for enhancing media transparency and combating false narratives through targeted media literacy education initiatives.

INTRODUCTION

Spreading false narratives in the media is one of today's biggest global challenges. "Disinformation", "misinformation," and "fake news" are three similar notions with few differences, but they can be confused by users. Unlike fake news, which is fabricated to appear true, disinformation results from inaccurate and incomplete news reporting. Misinformation also refers to news that is not accurate but comes as a result of unintentional errors that are not done to cause harm, such as fake news and disinformation. Disinformation does not mean something false has been invented, but it is not exactly what the media presents. This way, unverified things are added, facts are manipulated, and certain things may be removed due to the media's bias or the circles that have ordered it. Thus, in most cases, disinformation is intended, and someone who wants to achieve a certain goal stays behind it. In some cases, disinformation appears as a manipulation of the source of information, as a deliberate distortion of it. Some of the disinformation comes through written texts, some through audio and video, and others through their combination.

Disinformation is created for various reasons. The nature of disinformation reflects the intentions of its creators. Most commonly, disinformation involves extracting fragments or inserts from their original context to alter the meaning in a way that suits the author. At times, disinformation is used to divert attention from important issues. In such cases, corrupt politicians or business groups may be behind these efforts. Sometimes, the goal of disinformation is not to convince but to create confusion. This confusion is intended to disorient people and generate sensationalism.

32 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-role-of-media-literacy-education-in-countering-disinformation-and-misinformation/383924

Related Content

Exploring Totalitarian Elements of Artificial Intelligence in Higher Education With Hannah Arendt

Alice Watanabe (2023). *International Journal of Technoethics* (pp. 1-15).

www.irma-international.org/article/exploring-totalitarian-elements-of-artificial-intelligence-in-higher-education-with-hannah-arendt/329239

Unintended Consequences of Business with 4 Billion: Lessons Learned from First Generation BOP Strategies

Nancy E. Landrum (2012). *Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives* (pp. 42-54).

www.irma-international.org/chapter/unintended-consequences-business-billion/60418

A Framework for Ethical Mobile Marketing

Saurabh Mittal and Vikas Kumar (2020). *International Journal of Technoethics* (pp. 28-42).

www.irma-international.org/article/a-framework-for-ethical-mobile-marketing/258846

Exporting Trademark Confusion

Ann Bartow (2005). *Intellectual Property Rights in a Networked World: Theory and Practice* (pp. 113-160).

www.irma-international.org/chapter/exporting-trademark-confusion/24117

Technoethics and the State of Science and Technology Studies (STS) in Canada

Rocci Luppigini (2011). *International Journal of Technoethics* (pp. 50-63).

www.irma-international.org/article/technoethics-state-science-technology-studies/51641