



# AMID Digital Multimedia Strategy in the UEMICH LEM

## Estrategia de AMID multimedia digital en la LEM de la UEMICH

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### ABSTRACT

Media, Information and Digital Literacy (MYA) is a set of knowledge, skills, attitudes and values that make it possible to confront disinformation, misinformation and misinformation, which have been considered by international organizations as a "disinfodemic" (UNESCO, 2020) and one of the greatest global risks in 2025 (World Economic Forum, 2025). The objective of the research is to develop a multimedia strategy against disinformation to raise the level of media, informational and digital literacy in students of the Bachelor's Degree in Multicultural Studies of the University of La Ciénega of the State of Michoacán de Ocampo in the 2025-2026 school year I.

Keywords: Media literacy; Digital literacy; Disinformation; Multimedia strategy.

### RESUMEN

La Alfabetización Mediática, Informacional y Digital (AMID) es un conjunto de conocimientos, habilidades, actitudes y valores que permiten enfrentar la desinformación, la información errónea y la mala información, que han sido consideradas por organismos internacionales como "desinfodemia" (UNESCO, 2020) y uno de los mayores riesgos globales en 2025 (Foro Económico Mundial, 2025). El objetivo de la investigación es elaborar una estrategia multimedia contra la desinformación para elevar el nivel de alfabetización mediática, informacional y digital en alumnos de la Licenciatura en Estudios Multiculturales de la Universidad de la Ciénega del Estado de Michoacán de Ocampo en el ciclo escolar 2025-2026 I.

Palabras clave: Alfabetización mediática; Alfabetización digital; Desinformación; Estrategia multimedia.

## INTRODUCTION

During the 2024-2025 II semester, a diagnostic assessment was conducted on the level of Media, Information and Digital Literacy (AMID) among students in the Multicultural Studies track. 92% of the students participated in the AMID survey, which yielded the following results:

69% of students are at a medium level of literacy, 21% at a high level, and 10% at a low level. By semester, the 6th (now 7th) has a medium level at 64%; the 4th (now 5th) has 77% medium and 22% low; while in the 2nd (now 3rd), 53% have a medium level, 26% a high level, and 20% a low level (Barraza and Villa, 2025).

Once the diagnosis has been carried out, in the 2025-2026 I semester (August-December 2025) an AMID strategy will be developed in a collaborative and multimedia way based on the definition of terms related to disinformation to be disseminated in institutional spaces in the form of a campaign and thus raise the level of media literacy, based on the subjects of Mass Communication (7th) and Media Analysis (3rd).

Why is Media, Information and Digital Literacy (AMID) important at all educational levels? According to López & Aguaded (2015), it is important to provide children, young people, and adults with critical thinking as a form of protection against disinformation, manipulation, or biases in media messages, thereby generating an informed citizenry that can confront, from an early age, the large amount of increasingly complex information and media content with autonomy and awareness.

## DEVELOPMENT

Disinformation is in the international spotlight: from the World Economic Forum (Foro Económico Mundial, 2025), the V Global Summit on Disinformation (September 2025), and Global Media and Information Literacy Week (October 2025), entities and organizations advocate investing in media, information, and digital literacy to address the risks posed by "information disorder" and the use of artificial intelligence software in the creation and dissemination of disinformation, among other risks.

Likewise, AMID contributes to achieving the Sustainable Development Goals, particularly SDG 4 Quality Education and SDG 16 Peace, Justice and Strong Institutions (UNESCO, 2024).

### Disinformation: a global concern

According to The Global Risks Report 2025 (the Global Risks Report 2025, January), which has been produced by the World Economic Forum for 20 years, among the most prominent social risks are inequality and societal polarization, and for the second consecutive year, disinformation is the main cause for concern in the short and medium term.

If Figure 1 is observed, which is an excerpt from the global risks interconnections map (World Economic Forum (WEF), 2025), disinformation is in the technological category, with a relatively large influence on the erosion of human rights and/or civil liberties, the polarization of society, censorship and surveillance, as well as online harms and adverse outcomes of technologies in Artificial Intelligence, cyberespionage, and cyberwarfare (use of technology in electronic warfare, drones, etc.) (p.9).

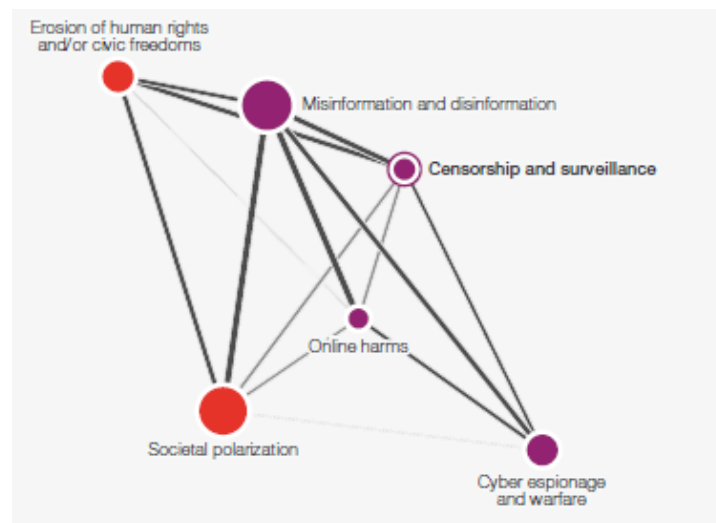
3 important aspects to highlight in the technology section of the 2025 Global Report are:

- The growing use of digital platforms and the growing volume of AI-generated content are making disinformation and misinformation that generate divisions increasingly ubiquitous.
- Algorithmic bias could become more common due to political and social polarization and associated disinformation and misinformation.
- Deeper digitalization can facilitate surveillance by governments, companies, and threat actors, and this becomes a greater risk as societies become even more polarized. (p. 34)

What can be done about this? The World Economic Forum (2025) suggests 3 actions: "a) Expand training for people who develop and use automated algorithms; b) increase resources for digital literacy, and c) Improve accountability and transparency frameworks" (pp. 38-39).

### V Summit on Disinformation

With a call to strengthen international alliances and establish regulatory frameworks to combat disinformation without limiting freedom of expression, concluded the V World Summit on Disinformation that was held on 17 and 18 September 2025 and in which "more than 2 thousand 500 registrants from 118 countries participated and had the participation of 35 globally recognized entities, in a diverse, free and 100% virtual space" (Mendoza, 2025).

**Figure 1. Global Risk Interconnection: Disinformation**

Source: Taken from WEF (2025, p. 37)

Over two sessions, journalists, academics, international organizations, civil society organizations, and the general public engaged in dialogue, debated, and presented strategies to combat disinformation.

The Summit was organized by the Sociedad Interamericana de Prensa (SIP), Proyecto Desconfío (Argentina), and Fundación para el Periodismo (Bolivia). It was supported by Google News Initiative and FIU Florida International University, as well as by Agencia Lupa and Fundación Gabo, and by organizations such as the United Nations (ONU) and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The thematic axes on which they worked in 2 sessions were:

- Whom Do We Trust? The Future of Journalism in the Era of Distrust
- Studying disinformation: a guide for action
- Truth under pressure: innovating to strengthen in times of AI
- Technology with purpose: innovating to strengthen democracy
- Funding round to strengthen journalism and trustworthy information
- Round of innovative projects selected from more than 200 global proposals (Cumbre Desinfo, 2025).

Regarding the 1st point, the loss of credibility and trust in Mexican mass and digital media has increased compared with other years, according to a study by the Latinobarómetro Organization (2024). As shown in Table 1, the “little” confidence category is the highest percentage for each of the media: TV, Radio, Press, and social media.

**Table 1 Trust in media and social networks in Mexico**

| Category      | Social networks | Print media | Radio | TV    |
|---------------|-----------------|-------------|-------|-------|
| Much          | 8.9%            | 8.8%        | 11.9% | 10.8% |
| Something     | 24.7%           | 29.0%       | 32.3% | 30.2% |
| Low           | 35.8%           | 35.1%       | 34.3% | 36.3% |
| None          | 27.2%           | 21.7%       | 18.7% | 21.0% |
| Does not know | 2.9%            | 4.5%        | 2.3%  | 1.4%  |

Source: Own elaboration based on Latinobarómetro (2024)

Regarding the circulation of fake news in media and social networks, 53.7% of respondents identified social networks as the medium where the most fake news circulates, followed by television. Likewise, they considered that the print press and radio have fewer fake news items in circulation, as shown in Table 2.

**Table 2 Circulation of fake news in media and social networks in Mexico**

| Category      | Social media | Print media | Radio   | TV    |
|---------------|--------------|-------------|---------|-------|
| Much          | 53.7%        | 27.4%       | 26.8%   | 41.9% |
| Something     | 22.3%        | 32.2%       | 35.6.0% | 30.6% |
| Low           | 15.1%        | 26.5%       | 26.8%   | 19.5% |
| None          | 5.0%         | 7.7%        | 6.6%    | 6%    |
| Does not know | 3.8%         | 6.3%        | 4.2%    | 2%    |

Source: Own elaboration based on Latinobarómetro (2024)

Blázquez Ochando (2019) indicates that fake news has a 70% higher probability of being shared and, consequently, believed by those who read it, than truthful information. (Blázquez, 2019)

The author indicates that since there is no regulation, fake news circulates faster on social media, hence Media and Information Literacy (MIL) is necessary. Fake news stories that convey messages of sadness, fear, surprise, or anger, Blázquez notes, are more likely to be shared, because they appeal to users' most primary emotions, which are well categorized by Facebook (and other social media such as Instagram and Tik Tok). Primary stimuli generate dopamine, and that is what shocking news stories do, most of which are false.

On the other hand, on the second day of the V Summit on Disinformation, Ramón Salaverría, coordinator of IBERIFIER, full professor at the University of Navarra and specialist in digital journalism, stated: "Responses to disinformation must combine reactive actions with proactive responses aimed at educating citizens to interact critically against disinformation." (V Cumbre Global sobre Desinformación Día 2, 2025).

### **Global Media and Information Literacy Week (24 to 31 October 2025)**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been celebrating Global Media and Information Literacy Week for more than a decade. This year the focus was on Artificial Intelligence: "Think before AI"—Media and Information Literacy in the digital world, and it was held in a hybrid format (in-person and virtual) from Cartagena de Indias, Colombia, 23 and 24 October 2025, although work continued throughout the week.

Given the threat posed by the misuse of Artificial Intelligence software in the creation, production, and distribution of misinformation, disinformation, and malicious information, UNESCO focused the debates on recognizing the potential of this software, both positive and negative for content creation, the need to strengthen critical thinking among citizens to assess the accuracy of information, strengthen AMID in formal and informal contexts, reduce the access and empowerment gap, revitalize partnerships, among other objectives.

In her opening speech, Audrey Azoulay, Director-General of the organization, highlighted the importance of AMI in this digital environment, where the algorithm determines the selection of information. She highlighted the threat posed by the creation of disinformation or malicious information with AI tools and the urgency of incorporating AMI into official curricula at all educational levels and of fighting against the disintegration of information integrity by AI.

It is worth clarifying some terms: according to Wardley & Derakhshan (2020), misinformation is false information, but the person who disseminates it believes it to be true (there is no intention to harm/deceive). Disinformation is false information, and the person who disseminates it knows that it is false; it is a deliberate and intentional lie, driven by malicious actors. Malinformation, in contrast, is based on reality or true facts, but it is used with the intention of causing harm to one person, organization, or country.

### **Sustainable Development Goals (ODS) and AMI**

AMI also contributes to the achievement of the Sustainable Development Goals (ODS), mainly ODS 4. Quality Education, and ODS 16. Peace, justice and strong institutions. With the former, AMI contributes to offering young people and adults critical information, media and digital competencies that enable quality education, global citizenship and peacebuilding. With ODS 16, AMI enables public access to information and fundamental freedoms and critical engagement with information; its communication power and digital autonomy, fundamental freedoms and critical engagement with information.

What do the World Economic Forum, the Fifth Summit on Disinformation, and UNESCO have in common? All three institutions advocate promoting Media, Information, and Digital Literacy at

all educational levels and in formal and informal settings in order to address disinformation, which was considered among the greatest global risks for the second consecutive year.

Given this situation, in the Bachelor's Degree in Multicultural Studies at the Universidad de la Ciénega del Estado de Michoacán de Ocampo (UCEMICH), an effort was initiated last semester to bring the topic into current educational relevance through the application of an AMID survey that yielded a diagnosis of the state of media literacy among the student body and whose results have already been published.

## METHODS

To continue with the project, in this 2025-2026 school cycle I, it was proposed to develop multimedia and digital material as an AMID strategy to explain terms related to disinformation. A Participatory Action Research methodology and a qualitative approach were used, based on the contents of the courses Media Analysis and Mass Communication, which are taught in the 3rd and 7th semesters of the Bachelor's Degree in Multicultural Studies at UCEMICH.

## METHODS

The methodology employed is Participatory Action Research, which, according to Ander Egg, involves a process of researching while at the same time intervening with the participation of those involved in the study and action program, in this case, improving the level of media literacy in the students of 7th and 3rd semesters of the LEM at UCEMICH. The protagonists are the students themselves, who become researchers while also being the object of study (p. 4).

### Participants

The participants are 28 students from the 3rd and 7th semesters of the Bachelor's Degree in Multicultural Studies (LEM) at UCEMICH, aged between 21 and 26 years, with the following distribution:

### Activities

The activities and tasks were framed within the courses Media Analysis (3rd) and Mass Communication (7th), which made it possible to frame the AMID through readings related to digital communication, a UNESCO dossier on the topic, and "Infocracia" by Byung-Chul Han, which, in the students' own words, opened their eyes to the digital world. "Before clicking to share, I'm going to think it over," Said stated.

**Table 3. LEM Students, 2025-2026 Cycle I**

| Semester | Men | Women |
|----------|-----|-------|
| 3rd      | 8   | 6     |
| 7th      | 5   | 9     |
| Total    | 13  | 15    |

Likewise, the documentary "The Social Dilemma" on the Netflix platform was viewed, in which former corporate executives of the main social networks explain how they gradually developed each of the graphic and operational elements to increase "engagement," or user commitment to the network.

At the same time, comics were created, questionnaires were administered, and a campaign against disinformation was planned with the following characteristics (Table 4):

**Table 4. Campaign against disinformation: “Stay alert to what you watch”**

| Element         | Characteristic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective       | Develop multimedia materials (videos/posters/interactive photos/ podcasts) to explain disinformation-related concepts to the young population.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Stages          | 1) Podcast with a general explanation of AMI and misinformation by the researcher.<br>2) ABC of disinformation. Terms explained by students in a video based on the “Glossary against Disinformation”.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Slogan          | “Be vigilant about what you look at.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Target audience | 12 to 18 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Format          | Vertical video with a duration of 30 to 60 seconds, about a word selected from the Glossary against Disinformation (INEE, 2022). On camera or with a voice-over, accompanied by illustrative images.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Justification   | An audience of 12 to 18 years old was selected because it is an age group that increases year after year as an internet user with 95.1%, according to ENDUTIH. The age group of 18 to 24 years, which is made up of LEM students, is the main user of the internet with 97%. Likewise, according to a Study on the habits of internet users in Mexico 2023, the main activities carried out by users on the internet are “accessing their social networks/platforms, sending and receiving mail, sending messages through messaging services” (p.17). Likewise, the main networks used are WhatsApp, Facebook, Instagram and Youtube. (p.22) (INEGI, 2025)(Mexican Internet Association (AMI), 2023) |
| Distribution    | Both the podcast and the videos produced by the students will be shared on Espacio UCEMICH, the television program produced by the Media Laboratory of the LEM and broadcast on Fridays by the Sistema Michoacano de Radio y Televisión (SMRTV). The videos will also be shared through the social media platforms of the LEM, UCEMICH, and the students themselves. Later, consideration will be given to whether the campaign should be extended to an in-person model and to aspects of artificial intelligence.                                                                                                                                                                                  |

Source: own elaboration.

Why a campaign aimed at an audience younger than those involved in AMID? Because by preparing material for others, students reinforce their knowledge of AMID; teamwork is fostered under the paradigm of social constructivism; and critical thinking is reinforced, which is necessary for reflecting on digital media and information in general. At the same time, they apply the knowledge acquired in the multimedia and digital production courses.

At the time of preparing this article (October 2025), the students are producing the videos, and the researcher is writing the scripts for the podcasts that will be inserted into Espacio UCEMICH. They are expected to be completed by the first week of December 2025.

## CONCLUSION

Media, Information and Digital Literacy (AMID) is not an empty concept or a subject in a formal curriculum at any educational level. It is an imperative in the face of the avalanche of disinformation generated by the emergence of a new player on the global stage: Artificial Intelligence. “It is a tool that can help restore trust in our information ecosystem,” states Audrey Azoulay, Director-General of UNESCO (2025).

Byung-Chul Han states that misinformation, disinformation campaigns, and malicious information have always existed, but digital media have now made it cheaper and easier to distribute.

A campaign against disinformation aimed at a young audience that is increasing its media consumption through digital media is pertinent for fostering critical thinking and reflection on content that circulates without restrictions.

Both the World Economic Forum (2025) and UNESCO (2025), along with organizations of communication professionals and academic organizations, urge educational institutions and formal and informal media to include AMI in their programs as a means to combat the disintegration of information integrity, “so that freedom of expression, responsibility and access to reliable information remain cornerstones of the digital age.” (UNESCO, 2025 b).

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