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media masters

WORK PACKAGE N° 18

“CONFERENCE ON THE IMPACT OF FAKE NEWS ON THE EUROPEAN DEMOCRACIES”

CONFERENCE IN SPAIN

Delivered by Instituto Ikigai



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Document Identification:

Project full name	Media Masters: Enhancing Media Literacy
Project acronym	MEDMAS
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CERV Programme	CERV-2023-CITIZENS-CIV- Citizens' engagement and participation
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Work Package	Work Package 18
Partner(s) responsible <i>(Legal Name and Short Name)</i>	Instituto Ikigai
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EVENT DESCRIPTION	
Event number:	18
Event name:	CONFERENCE ON THE IMPACT OF FAKE NEWS ON THE EUROPEAN DEMOCRACIES - "ARE YOU SURE ABOUT WHAT YOU SEE ONLINE?"
Type:	Conference and workshops
In situ/online:	[in-situ]
Location:	Spain, Zaragoza
Date(s):	28th and 30th October 2025
Website(s) (if any):	https://institutoikigai.org/evento/estas-seguro-de-lo-que-ves-online-fake-news-y-comunicacion-digital/ https://institutoikigai.org/juntos-por-una-comunidad-digital-mas-segura-lo-mejor-de-nuestro-evento-en-la-azucarera/
Participants	
Female:	46
Male:	33
Non-binary:	
From country 1 [name]:	Spain
From country 2 [name]:	
From country 3 [name]:	
...	
Total number of participants:	79
From total number of countries:	
Description	
<i>Provide a short description of the event and its activities.</i>	
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1. Introduction

The **MEDMAS Engaging Conferences**, organized by Instituto Ikigai, took place on **28th October and on 30th October at La Azucarera**, a youth centre in Zaragoza. The sessions involved four different classes, reaching and engaging a total of **48 young students and professors aged between 15 and 56**. These events provided a key opportunity to engage young learners and to assess the adaptability of the interactive learning tools within a traditional classroom setting across multiple educational levels. The main objectives of these events remained consistent with those of previous MEDMAS activities: to empower young people to recognize and counter misinformation and disinformation by raising awareness of information manipulation, strengthening critical thinking skills, and encouraging active reflection on their digital habits and social engagement with key societal issues. Hosting the conferences in a youth centre enabled the project to reach a wider and more diverse group of students, including those who might not otherwise have access to formal media literacy training. Participants came from various educational backgrounds and included young people with disabilities from specialized institutions. Engaging four different classes across several age groups also provided valuable insight into how students with varying levels of maturity and media experience perceive and respond to the topic of fake news. By collaborating directly with teachers and tailoring content to suit younger learners and students with specific educational needs, the MEDMAS team demonstrated both the relevance and the urgency of integrating media literacy education into diverse learning contexts. The experience also offered important insights into how schools can incorporate playful, discussion-based, and gamified methodologies into their curricula to help students become more informed, reflective, and responsible media users in today’s digital era.

An additional **expert conference was held on the afternoon of 30th October at La Azucarera**. The panel featured Jorge Heras, a journalist specializing in economic



reporting; Enjoy Zaragoza, a digital media outlet showcasing the best of the city; Desvergonzaus, a creative duo of local influencers combining humor and social critique to engage young audiences on social media; and Beatriz Martínez Téllez, a psychologist who contributed her expertise on the relationship between social media and mental health. This report provides a general overview of the structure and outcomes of the engaging classroom workshops and the expert conference, offering reflections on how the *Media Masters* project can continue to evolve to better meet the needs of young learners within formal educational settings.

2. Engaging Conference class activities

Events Structure

The **MEDMAS Engaging Conferences**, organized by Instituto Ikigai, took place on **28th October and on 30th October at La Azucarera**, a youth centre in Zaragoza. The sessions involved four distinct classes, engaging a total of 48 participants, including young students and educators aged between 15 and 56 years. Of these, 32 participants attended the session held on 28 October, while 16 took part in the morning session on 30 October. The participants came from different educational institutions, namely *Instituto de Enfermería Zaragoza*, *Centro de Formación de Fundación Picarral* (Course: 1st year of Basic Vocational Training Cycle), and *CPFPE Rey Ardid* (Course: 1st year of Intermediate Vocational Training – Nursing Care Assistant). Although the sessions were held independently and adapted slightly depending on the age, responsiveness, level of knowledge of each group, they followed the same structured agenda and shared a common goal: to introduce students to the fundamentals of media literacy and give them tools through a methodology full of fun and interaction to critically evaluate the information they consume online. During each session, the *Media Masters* game was introduced and explained to participants. It soon became evident that there was a need to develop a simplified version of the game in a paper-based format, rather than relying on smartphones. This adaptation was particularly important for groups of students with disabilities and for those who did not have access to a personal device.

● Introduced to the MEDMAS project

Each session began with a welcoming introduction by the facilitators from **Instituto Ikigai**, who presented the **MEDMAS project** including its objectives, target groups and the concept of fake news. This first part was designed to give students a basic understanding of the project's purpose—raising awareness about misinformation and disinformation—and to explain why these issues are especially important for young people in the digital age. The second part of the introduction was more interactive and dynamic where students were invited to engage in a live polling on



questions designed to test students' ability to distinguish fake news. They responded to a series of **fake news challenges** based on real examples circulating online concerning economy, sustainability, history, politics and feminism on the Mentimeter as well as Kahoot platforms. The typical traps presented in the quiz included **AI-generated videos and images**, **misleading scientific claims**, and **fabricated historical "facts."** After each question, facilitators opened up space for brief discussion, asking students why they chose their answer and encouraging them to reflect on the reasoning behind their decisions. This activity was particularly effective in capturing the students' attention from the very beginning, making them aware of how easy it is to be misled by visually convincing or emotionally charged content. It also laid the groundwork for greater passion and deeper engagement during the gameplay phase. As part of the workshop, an interactive group-based activity was implemented with the aim of fostering creativity, collaboration, and critical thinking. Participants were divided into small groups and asked to create several news items, some of which were true and others intentionally false. The purpose of the exercise was to enhance media literacy and raise awareness of the prevalence and potential impact of misinformation and fake news on the internet. Each group subsequently presented their news items to the rest of the participants, who were invited to identify which pieces of information were genuine and which were fabricated. In addition, the project team developed a complementary activity consisting of six information sheets, each containing a mix of real and fake news stories. Participants were asked to examine and assess the credibility of these items, thus further strengthening their analytical and digital literacy skills.

● Learning about the MEDMAS Game

After the interactive quiz, facilitators introduced the **Media Masters board game** and its accompanying **mobile application**. A short presentation explained the **educational goals of the game**—namely, to improve media literacy through teamwork, critical thinking, and real-world problem solving.

The rules were explained clearly and concisely, with demonstrations of how to scan the QR codes on each card using the app, how teams would take turns, and how game progression would work. The facilitators also invited questions and clarified any doubts about the mechanics before gameplay began.

Because the students ranged in age and familiarity with board games, this part was crucial in ensuring that all participants felt confident and prepared to participate. Special attention was given to simplifying the instructions, such as avoiding using too much terminology and focusing more on graphic presentation, for younger students in order to ensure all the efficiency and effectiveness of the following gameplay session. We noticed that there was a need to develop a simplified version of the activities as well as of the game in a paper-based format, rather than relying on smartphones, being aware in advance of the participation of students with cognitive



disabilities. This adaptation was particularly important for groups of students with disabilities and for those who did not have access to a personal device. Through the use of this new version each single group of students was able to engage and to develop critical thinking and learn digital skills.

● **Media Masters Gameplay Session**

Students were divided into small groups and began playing the Media Masters board game. The activity was designed to foster **collaboration**, **discussion**, and **peer learning**. Each team took turns answering media-related questions, identifying fake news tactics, and debating the reliability of various scenarios.

Despite their age, students engaged actively and showed strong interest in both the content and the competitive element of the game. The gameplay environment encouraged open dialogue, and the questions prompted students to think critically, sometimes debating the answers among teammates before reaching a consensus. Some technical issues were noted with the QR code scanning in certain cases, these were quickly resolved by facilitators. Furthermore, the excessive length of some questions occasionally posed a challenge, as it contributed to a decline in students' attention and engagement during the activity. This issue, combined with the visual effects accompanying each question, sometimes distracted participants and reduced overall focus. These observations underline the importance of ensuring clear, concise, and well-paced content, as well as maintaining an appropriate balance between interactive and visual elements—particularly when working with younger learners or students with special educational needs. Overall, the game functioned well and succeeded in making students more alert to the types of manipulation they might encounter online.

● **Post-Game Discussion and Reflection**

After the gameplay session, a short group discussion was held in each class. Facilitators invited students to share what surprised them most, which types of fake news they found most difficult to identify, and how they think their habits might change after the activity. This reflection phase was important in consolidating the learning outcomes of the session. Many students commented that they had never thought critically about the information they see on TikTok, Instagram, or YouTube before. Some students shared stories of being tricked by fake content, while others said they would now pay more attention to the source of news and do a quick verification before sharing anything. The environment remained inclusive and respectful, allowing students to express different opinions and experiences freely. The facilitators helped moderate the discussion to ensure that every voice could be heard, especially those of quieter or more hesitant students.

● **Final survey and wrap-up**

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To conclude the session, students were invited to fill out **two evaluation surveys**, one designed internally for the MEDMAS project, and one provided through the European project framework. These were made accessible via QR codes projected on the classroom screen, which students scanned using their smartphones or tablets. In addition, a **simplified version of the feedback form** was developed for students with disabilities and made available in printed format to ensure greater accessibility, or particularly for those who did not have access to a personal device.

Students were asked to reflect on how much they learned, how confident they now felt in identifying misinformation, and how they rated their experience with the game and the conference as a whole. The feedback gathered from these responses will be used to refine the project materials and adapt them for future sessions. To conclude the session, students were invited to complete an evaluation survey designed by the MEDMAS project team. Accessed via QR code displayed on the classroom screen, the survey could be filled out using their smartphones or tablets. The questionnaire prompted students to reflect on their media literacy knowledge before and after the MEDMAS activities, whether the session met their needs and goals, and how confident they felt in applying the knowledge and skills acquired. It also explored their level of engagement, enjoyment, and motivation to further explore media literacy and critical thinking. This feedback will be used to improve the content and methodology of the Media Masters activity, ensuring it remains engaging and relevant for secondary school students. Students were encouraged to continue reflecting on the topics covered, and teachers received a digital summary and resources to extend the discussion in future lessons.

Feedback

The feedback and valuable insights, collected through student communication during and after the activity and a unified questionnaire completed at the end of the event, revealed strong interest, active participation, and measurable improvements in students' understanding of misinformation.

1. Improvement of media literacy skills

Prior to the activity, many students reported their understanding of fake news and media manipulation was vague, and limited. Key components such as algorithmic bias, AI-generated content, or viral disinformation were either unfamiliar or poorly understood. When asked to reflect on their learning, many of them demonstrated a better ability, after the MEDMAS session, to spot misleading headlines, identify manipulation tactics, and evaluate the credibility of online content, particularly on platforms they use daily such as TikTok, YouTube, and Instagram. More students became able to define key terms, explain common disinformation strategies, and critically assess the content they encounter. For many young students, the conference served as a structured opportunity in the primary stage of their learning



journey to explore these issues in depth. The activities facilitated by the Ikigai team provided not only practical tools and real-life examples but also fostered a greater sense of confidence and autonomy in navigating the digital landscape. The Ikigai team also observed increased levels of engagement and problem-solving, both during the session and in subsequent classroom discussions, showing that the conference helped students to develop a more thoughtful and critical approach to the media they consume every day through introducing a complex and essential topic in a way that was both accessible and memorable.

2. Relevance to their media use

Students agreed to a large extent that the content of the conference was highly relevant to their daily media habits and online behavior. Many expressed that they regularly encountered suspicious, misleading, or confusing content on mainstream social media platforms, but they had rarely taken the time to question its accuracy or origin. More specifically they had seldom considered seriously verifying the sources of the information they consumed, and tended to assume unconsciously that the content appearing on popular accounts or trending pages was trustworthy by default. The conferences challenged these assumptions and revealed the influence mechanism of fake news over students' mentality and behaviors. From the intense responding rate and the lively atmosphere we can see that the use of real-life examples during the Mentimeter quiz, including viral videos, influencer posts, and AI-generated content, resonated strongly with students.

3. Content and Accessibility

Participants frequently criticized the length, complexity, and density of the question text in the game. Many described the wording as overly academic, technical, or "lecture-like," which undermined the playful nature of the game and made the experience feel more like a school test than an engaging educational activity. This not only slowed down the overall gameplay but also limited accessibility, especially for younger players or those unfamiliar with certain terminology. Some participants said they had to reread questions multiple times to fully grasp the meaning, which interrupted the flow of the session and led to frustration. Others pointed out that long or abstract phrasing discouraged group discussion, as it was difficult to explain or rephrase the questions quickly for teammates. In addition, the level of prior knowledge assumed in some questions was seen as too high for a general audience. In particular, the videos presented in English proved challenging for many students to fully understand, highlighting the need for additional linguistic support or the inclusion of subtitles to ensure equal accessibility and participation.

4. Enjoyment of the Activity

Enjoyment was one of the strongest outcomes of the session. When asked whether they enjoyed participating in the Media Masters activity, many students responded



positively. They described the conference as “fun,” “different from class,” and “interesting.”

The interactive quiz, the group-based board game, and the active discussion kept them engaged and involved. Many appreciated the chance to speak, move, and collaborate with peers, rather than passively listening to a lecture inserting knowledge in a one-sided way. Several expressed they would gladly participate in similar conferences in the future.

5. Confidence in Applying What They Learned

A key goal of the conference was to give students tools they could use in their everyday lives—and the results suggest this goal was met. Most students reported **feeling more confident** in identifying fake or misleading information after the session. They mentioned strategies like checking sources, looking for emotional language, and comparing information across multiple outlets. Students acknowledged that misinformation can still be tricky to spot, they felt more capable than before.

6. Level of Challenge and Participation

Students generally found the activity to be **appropriately challenging**. They appreciated that the questions in both the quiz and the board game made them think, discuss, and sometimes even debate with their classmates. Some participants mentioned that a few terms were unfamiliar or complex, especially in the app-based questions, but they welcomed the opportunity to ask questions and learn. Group work played a key role in encouraging full participation, particularly for students who might be less confident speaking in front of the whole class.

7. Overall Satisfaction and Suggestions

All in all, students expressed a **high level of satisfaction** with the Media Masters activity. Most agreed that it was engaging, useful, and enjoyable. Many appreciated that it felt **different from a typical class**, more interactive, hands-on, and closely tied to real-life media situations. Others mentioned they would welcome similar conferences in the future, as they found the format both educational and fun.

Communication and Promotion of the Initiative

The communication and promotion of the conference held at “La Azucarera” were carried out through targeted and context-sensitive strategies, primarily focused on internal school coordination and direct teacher involvement and online publication. We collaborated with La Azucarera, which is a youth center in Zaragoza. They put us in touch with several schools and institutes, including those mentioned before. To ensure the initiative had lasting impact and could be referenced in the future, another local organisation created an official newsletter promoting the event at the local level, including both English and Spanish version, after the event it



served to share outcomes and reflections with a wider audience, including teachers from other institutions, educational stakeholders, and project partners. This mode of communication contributes to building a repository of documented experiences that can inform future iterations of the project, support funding applications, and foster collaborations with other schools across Spain and Europe.

Media Masters project updates by Instituto Ikigai

Meeting on responsible communication

On October 30, an event on digital communication took place with a very special round table discussion: content creators **Desvergonzaus** and **Enjoy Zaragoza** participated, as well as psychologist **Beatriz Martínez Téllez**, an expert in cyberbullying. The session was moderated by **Jorge Heras Pastor**, and in addition to the debate, the Media Masters and Mindsmooth projects were presented, which are dedicated to promoting media literacy and digital well-being.



Inclusive talks: learning to spot fake news

As part of the Media Masters project, inclusive talks were held at La Azucarera, adapting resources for all audiences. During these sessions, participants learned how to identify fake news and navigate the internet safely, promoting digital literacy for all. One more step towards digital inclusion!

[PROJECT WEBSITE](#)

Novedades proyecto Media Masters de Instituto Ikigai

Encuentro sobre comunicación responsable

El pasado 30 de octubre tuvo lugar un evento sobre comunicación digital con una mesa redonda muy especial: participaron los creadores de contenido **Desvergonzaus** y **Enjoy Zaragoza**, así como la psicóloga **Beatriz Martínez Téllez**, experta en cyberbullying. La sesión estuvo moderada por **Jorge Heras Pastor** y, además del debate, se presentaron los proyectos **Media Masters** y **Mindsmooth**, dedicados a fomentar la alfabetización mediática y el bienestar digital.



Charlas inclusivas: aprendiendo a detectar fake news

Dentro del proyecto *Media Masters*, se realizaron charlas inclusivas en La Azucarera, adaptando los recursos para todos los públicos. Durante estas sesiones, los jóvenes aprendieron a identificar *fake news* y a navegar de manera segura en internet, promoviendo la alfabetización digital para todos. ¡Un paso más hacia la inclusión digital!

[WEB DEL PROYECTO](#)

In conclusion, while modest in scale, the communication and promotion strategy adopted for this event demonstrated a high level of contextual adaptation and pedagogical coherence. By working closely with educators and prioritizing the

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students' learning environment, the organizers ensured that the initiative was not only well attended, but also deeply integrated into the students' educational journey.



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3. Conference at La Azucarera, Zaragoza Joven, centre for young people with experts

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- Event Structure
- Feedback
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- Event Photos

Event Structure

The **expert conference** took place on **30 October afternoon at La Azucarera**, a youth centre in Zaragoza. The event began with a presentation by Instituto Ikigai, introducing the *MEDIA MASTERS* project, its main objectives, and key thematic areas related to digital literacy, misinformation, and responsible online communication. To engage the **31 participants** and create an interactive atmosphere, the session opened with an ice-breaker activity using the digital quiz platform Kahoot. The quiz included questions such as “*How many people use the Internet every day worldwide?*”, “*What does the term ‘cyberbullying’ mean?*”, “*Which of the following is an example of a deepfake?*”, and others related to algorithms and fake news. The activity generated great enthusiasm, encouraging all attendees to participate actively and reflect on their existing knowledge of digital and media topics. Following this dynamic introduction, the expert panel commenced. The moderator Jorge Heras, a journalist specialized in economic reporting, opened the discussion by introducing the guest speakers:

- **Enjoy Zaragoza**, a digital media outlet that showcases the best of the city and its cultural life;
- **Desvergonzaus**, a creative duo of local influencers who combine humor and social critique to engage young audiences on social media;
- **Beatriz Martínez Téllez**, a psychologist contributing her expertise on the relationship between social media and mental health.

The discussion focused on several key topics, including the challenges of living in an *infodemic*, a time characterized by an overwhelming amount of information, the role of humor and fiction in helping people reflect on what they perceive as real online, and the power of effective communication in connecting people and creating communities through emotion and purpose. The panelists also addressed the phenomena of **cyberbullying** and **cyberharassment**, offering practical advice on how to respond to online abuse and protect one’s digital well-being.

Feedback

Participants demonstrated a high level of interest and engagement throughout the event. The combination of interactive learning activities, such as the Kahoot quiz and expert-led discussions proved particularly effective in fostering active participation and enabling attendees to link theoretical concepts with practical, real-life examples.



To evaluate the impact of the activity, a unified feedback questionnaire was distributed to all participants at the end of the session. The collected responses provided valuable insights regarding the relevance of the topics addressed, the quality of the experts' contributions, and the overall organization of the event. Results showed a strong level of satisfaction among participants, who particularly appreciated the interactive format and the accessibility of the content. A significant majority indicated that they would recommend this type of initiative to their network, while many expressed interest in attending similar conferences in the future. Overall, the feedback confirmed that the event successfully met its objectives of promoting active learning, raising awareness of the project's themes, and engaging young people in meaningful reflection and dialogue.

Communication and Promotion of the Initiative

The event was promoted through Instituto Ikigai's communication channels, as well as through local media and social networks managed by La Azucarera and the invited speakers. Enjoy Zaragoza and Desvergonzaus also shared information about the conference with their audiences, helping to reach a wider and younger audience. This collaborative promotional strategy contributed to raising awareness of the MEDIA MASTERS project and its objectives among local youth communities in Zaragoza. In particular, Instituto Ikigai developed and disseminated a wide range of digital content through its official social media channels (mainly Instagram and LinkedIn) to promote the event. This included the creation and publication of posts, stories, and visual materials designed to raise awareness, engage the local community, and encourage participation. The communication strategy aimed to enhance the project's visibility, highlight its European dimension, and ensure a broad outreach among target audiences.

<https://www.instagram.com/p/DQFGG4TCAqE/>

<https://www.instagram.com/p/DQXmzJ6iDT7/>

<https://www.instagram.com/p/DQm8kacilGp/>

https://www.linkedin.com/posts/instituto-ikigai_comunicaciondigital-fakenews-ciberacoso-activity-7386454427005767680-Pils?utm_source=share&utm_medium=member_desktop&rcm=ACoAADMLLjoBnIf7IydW0hdJdqCWQ3Wnl1pZ0Ac

https://www.linkedin.com/posts/instituto-ikigai_desvergonzaus-enjoyzaragoza-comunicaciondigital-activity-7389057843011780608-w0aa?utm_source=share&utm_medium=member_desktop&rcm=ACoAADMLLjoBnIf7IydW0hdJdqCWQ3Wnl1pZ0Ac



https://www.linkedin.com/posts/instituto-ikigai_30-octubre-1800-activity-7386086312509870080-g0j5?utm_source=share&utm_medium=member_desktop&rcm=ACoAADMLLjoBnlf7lydW0hdJdqCWQ3Wnl1pZ0Ac

https://www.linkedin.com/posts/instituto-ikigai_cu%C3%A1nto-sabes-realmente-sobre-el-mundo-online-activity-7388513816013271040-wvxy?utm_source=share&utm_medium=member_desktop&rcm=ACoAADMLLjoBnlf7lydW0hdJdqCWQ3Wnl1pZ0Ac

Moreover, Instituto Ikigai published two separate articles on its official website. The first article aimed to promote the event and facilitate participant registration, providing detailed information about the objectives and structure of the activity. <https://institutoikigai.org/evento/estas-seguro-de-lo-que-ves-online-fake-news-y-comunicacion-digital/>

The second article, released after the event, presented a comprehensive summary of the outcomes, highlighted key achievements, and showcased a gallery of photographs illustrating the active involvement of participants and the overall atmosphere of the initiative.

<https://institutoikigai.org/juntos-por-una-comunidad-digital-mas-segura-lo-mejor-de-nuestro-evento-en-la-azucarera/>

Furthermore, in the days following the event, the online magazine *Enjoy Zaragoza* published an article on its official website covering the conference. The publication highlighted the key themes discussed during the event, as well as the active participation of local stakeholders and young people. This media coverage significantly contributed to increasing the project's visibility at the local level and helped to disseminate its objectives and outcomes to a broader audience.

<https://www.enjoyzaragoza.es/encuentro-comunicacion-digital-zaragoza/>

Instituto Ikigai designed and distributed two informative flyers at the local level, targeting a variety of educational and community settings. The materials were shared across schools, universities, youth centers, employment centers, and student residences, with the objective of raising awareness about the project's activities and encouraging participation in the event. This dissemination action contributed to strengthening the project's visibility within the local community and promoting its European values and objectives.



POTENCIA TU PENSAMIENTO CRÍTICO EN LA ERA DIGITAL

Media Masters (MEDMAS) es un proyecto europeo que promueve la alfabetización mediática y la participación cívica entre jóvenes y adultos en nueve países de la Unión Europea.

A través de un juego de mesa interactivo y una aplicación móvil, los participantes aprenden a reconocer las fake news, analizar las fuentes y desarrollar el pensamiento crítico de manera divertida y colaborativa.

¿ESTÁS SEGURO DE LO QUE VES ONLINE?

EXPLORA NUESTRO JUEGO Y LA APP MÓVIL: ¡DESCÁRGALA Y PARTICIPA!

MEDIAMASTERS.MIPANELAPP/

¿ESTÁS SEGURO DE LO QUE VES ONLINE?

TODO SOBRE COMUNICACIÓN DIGITAL

Jueves, 30 octubre
De 18:00 a 20:30
La Azucarera, Calle Mas de las Matas, 20. Zaragoza

Charla con
ENJOY ZARAGOZA, DESVERGONZAUS Y BEATRIZ MARTÍNEZ TÉLLEZ, psicóloga que aportará sus conocimientos en **ciberbullying**.

To conclude, Instituto Ikigai developed and distributed a dedicated newsletter to support the dissemination of the event. The newsletter provided comprehensive information about the initiative, its objectives, and its relevance within the framework of the European project. It was circulated through the institution’s mailing list and communication channels, reaching a wide audience that included partner organizations, local stakeholders, educators, and participants.

¿Estás seguro de lo que ves en internet? ¡Nosotros te ayudamos a saberlo! 📧

Mittente INSTITUTO IKIGAI <comunicacion@geinnovacion.com>
Destinatario naominervo@geinnovacion.com
Respondi a comunicacion@geinnovacion.com
Data 2025-10-28 12:26

📧 Riepilogo ⓘ Intestazioni ☰ Testo semplice

¿Alguna vez te has preguntado si todo lo que ves en internet es realmente lo que parece?

Este jueves 30 de octubre, de 18:00 a 20:30, te invitamos a una charla única sobre **comunicación digital** en **La Azucarera** (Calle Mas de las Matas, 20, Zaragoza).

Contaremos con la participación de **ENJOY Zaragoza** y **Desvergonzaus**, dos influyentes figuras del mundo digital, junto con **Beatriz Martínez Téllez**, psicóloga especializada en **ciberbullying**, que compartirán sus conocimientos y consejos para navegar de forma más segura en el entorno online.

Inscríbete ahora y asegura tu plaza. 📅

¡Nos vemos allí!



Event Photos



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Conclusion

The two events organized by Instituto Ikigai under the framework of the MEDMAS project successfully contributed to advancing the project's overarching objectives of promoting media literacy, critical thinking, and responsible digital citizenship among young people. By engaging both students and experts, the activities created a dynamic and inclusive learning environment that fostered dialogue between educational, professional, and social perspectives on misinformation and digital media use. The combination of interactive workshops and an expert panel provided

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valuable qualitative insights into the diverse needs and perceptions of young learners, particularly those with special educational requirements. Overall, these initiatives reinforced the importance of integrating media literacy education into both formal and non-formal learning contexts, highlighting the potential of innovative, participatory, and cross-sectoral approaches to empower youth in navigating today's complex information landscape. The outcomes of these events will serve as a meaningful foundation for the future development and dissemination of the MEDMAS project's tools and methodologies across Europe.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0		Initial version

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