

Generative AI and Media Convergence in Education: Transforming Student Communication on Social Media

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Abstract

Generative Artificial Intelligence (AI) and media convergence are prompting a rethinking of how students communicate, allowing for visually active creation and interpretation in educational and social media contexts. Although there has been descriptive analysis of media literacy training, there is a limited empirical literature on the training. This research examines the impact of media literacy training on enhancing students' ability to verify AI-generated images in educational and digital communication contexts. A quasi-experimental design was adopted with a purposive sample of 430 undergraduate students representing both genders. The training program was designed to strengthen four key media literacy competencies: access, analysis, collective reasoning, and evaluation. The experiment was implemented using SPSS to assess the program's effectiveness. Pre-test and post-test scores were analyzed using paired sample t-test, correlation analysis, and regression analysis. The analysis revealed statistically significant differences ($p < 0.05$) in mean scores for access and analysis skills, with higher performance in the post-test phase. The results indicated statistically significant differences in mean scores for access and analysis skills, with higher performance in the post-test phase. Analysis ($\beta = 0.41$) was the strongest predictor, followed by Communication ($\beta = 0.39$) and Evaluation. The calculated t-values exceeded the tabulated values, confirming the success of the intervention. The findings indicate that media literacy within generative AI and media convergence enhances students' critical thinking, verification, and responsible engagement skills. This research highlights the transformative role of generative AI in fostering informed, ethical, and creative digital communication in education.

Keywords: generative artificial intelligence, media convergence, media literacy, social media, student communication, digital verification, critical thinking

1. Introduction

Generative Artificial Intelligence (AI) has fundamentally disrupted how they create, share and process digital information. The system also defines a method of fixation through the use of computational models, trained with large amounts of prior work, to produce novel and relatively original output in various forms (text, images, music and video) (Mills & Brown, 2022). Hence, with the help of sophisticated transformers and diffusion algorithms generative AI allows for an almost immediate synthesis of a media voice, simultaneously allowing for both levels of contextualization, as well as coherence and fluency (Li, 2022). Media convergence as a phenomenon that involves combinations of the traditional media with the digital ones has also brought about distinguishable changes in the way media is produced and received at increasingly high rates of data in the networks and platforms that are interlinked (Gambo & Musonda, 2022). The infusing of student learners in the relational understanding occurs through the federating of the generative AI, and media to the means of education, in the manner of engaging, or cognizing on the digital social media (Song et al., 2022). Educational applications of federating generative AI and media open up a new pathway to new forms of learning, assets and collaboration in the ongoing exploration of learning in the digital era (Bygstad et al., 2022). Student learners are beginning to use AI platforms to generate visual art, create written works, and build interactive experiences, with the intention of creating engagement and meaningful outcomes related to content, and learning goals. With generative AI and media functioning in education, many of these creations can be easily shared on educational and social platforms creating possibilities of interactivity, collaboration and global context around learning; collectively, creating conditions that support creativity and critical thinking (Duradoni et al., 2022). The ability to produce hyper-realistic and artificially constructed products, particularly manipulated images or footage, has invigorated discussion on authenticity, misinformation, and digital ethics (Dai et al., 2023). More and more students are implementing AI-generated visual

products that change facts or alter the framing of facts (Koh & Doroudi, 2023). The potential benefits of generative AI and media convergence in educational settings include increased forms of creativity, improved access to learning materials, greater possibility for the personalization of learning materials, and possibilities for self-expression (Pellas, 2023). The potential drawbacks of using AI in learning settings include overreliance on the technology, reduced authenticity, and the reputational risks of amplifying false, inaccurate, or misleading content (Chan & Zhou, 2023). Students without media literacy skills are challenged when trying to determine the trustworthiness of digital content and struggle with misunderstandings when artificial intelligence creates the misrepresentation (Parra & Chatterjee, 2024). One significant challenge is moving forward to help students to build skills and navigate the ever-changing, complex, and potentially confusing online ecosystem (Yongli et al., 2024). Media literacy education is an important aspect to include in educational contexts so that students can critique, analyze, and evaluate AI-generated media; so too must educational institutions consider the ethical, social, and psychological characteristics of generative AI in the creation of new technological innovation that serves the purpose of supporting human creativity and human dignity rather than competing with it (Khlaif et al., 2024). The convergence of generative AI and media, in this emerging frontier, offers both excitement as an opportunity and a burden as a responsibility. It is essential to cultivate students who are informed, reflective, and ethically sound based on their communicative and participatory activity within a new digital world (Lai et al., 2023).

With advancements in generative AI and the merging of media, it is unclear how to sort out the authentic from the inauthentic and students do not have the skills necessary for authenticating or evaluating digital media. Most learners do not have skills in media literacy, and skills that would help them academically to evaluate the AI-generated images they see on social media applications in a critical manner. Skills-building gaps often lead to distrust, inauthenticity, and irresponsible digital citizenship in online spaces (Ursavaş et al., 2025). The primary aim is to investigate the influence of media literacy education on the students' skills to identify, critique, as well as validate AI-generated images while participating in the educational communication. Advancing students' media literacy skills allows them to think critically, determine authenticity, and act responsibly within AI-generated digital spaces.

2. Literature Survey

Table 1 summarizes landmark studies that have examined generative AI in the contexts of teaching and learning and media communication. These studies each examined different applications of generative AI, including translation, design, and creative learning, as well as ethical implications and teacher perception. Taken together, the studies show that generative AI can foster creativity, promote student engagement, and support teachers' efficiency in various learning contexts; however, there is a lack of scalability of AI, ethical implications in informative backgrounds, and very limited empirical evidence for these statements.

Table 1. Summary of Literature on the Integration of Generative AI in Education and Media Communication

S. No.	Objective	Method	Result	Limitations
(Shi et al., 2022)	Cross-media search integrating attention and GAN	Generative Adversarial Network (GAN)	Achieved 93.2% accuracy; reduced semantic mismatches; improved interpretability.	Scalability to large, real-time datasets is limited.
(Särmäkari & Vänskä, 2022)	Generative algorithms in Fashion 4.0 design	AI-based design tools	Improved efficiency and experimental creativity.	Small, specialized participant group; reduced creative autonomy.
(Zhang, 2022)	Assisted in English translation learning	GAN-based translation system	Improved translation accuracy by 21%; higher engagement and comprehension.	Long-term retention and adaptability were not assessed.
(Li, 2022)	Musical notation recognition	GAN for symbol classification	Achieved 96.7% accuracy; improved music education efficiency.	Performance declined with complex/stylized notations.
(Bender, 2023)	Screen media education with generative AI	Pedagogical integration framework	Enhanced creative confidence and engagement.	Limited empirical data.
(Lim et al., 2023)	Management educators' perception of AI	Survey-based study	58% viewed AI as reformatory; encouraged reflective pedagogy.	Focused only on business education.
(Matsiola et al., 2024)	AI ethics and usability in higher education	Usability and engagement analysis	Mean engagement 4.3/5; improved communication, clarity, and ethics.	Short-term measurement period.
(Karimova et al., 2025)	Generative AI in marketing communication education	Mixed-method evaluation	85% satisfaction; enhanced creativity; design improvement.	Overreliance on automation; no longitudinal analysis.
(Bender, 2025)	AI and creative labor in media industries	Conceptual ethical study	Highlighted decline in human authorship; raised authenticity concerns.	Lacked empirical validation.
[Ng & Ho, 2025]	Bibliometric mapping of AI in education	Bibliometric analysis	Found 1,200+ publications on ethics, literacy, and personalization.	Excluded non-English studies.
(Tomczyk & Majkut, 2025)	Polish educators' AI perceptions	Quantitative research	68% acceptance; competency score 3.8/5; enthusiasm for innovation.	Geographically limited scope.
(Lin et al., 2025)	User attitudes toward generative AI	Structural Equation Modeling (SEM)	Usefulness ($\beta=0.64$) and trust ($\beta=0.57$) predicted acceptance; ethics lowered adoption.	No industry-specific differentiation.
(Munoriyarwa & de-Lima-Santos, 2025)	AI's impact on journalism	Qualitative research	Improved efficiency; identified bias and credibility risks.	Limited participant diversity.
(Iqbal et al., 2025)	AI tools in sustainable teacher education	Experimental research	24% performance increase; enhanced metacognitive awareness.	Sample size (n=60) limited generalizability.

Table 1 summarizes landmark studies that have examined generative AI in the contexts of teaching and learning and media communication.

2.1 Research Gap

Although scholars are increasingly investigating generative AI in education and media communication Shi et al (2022); Särämäkari & Vänskä (2022); Zhang (2022); Li (2022); Bender (2023); Lim et al. (2023); Matsiola et al. (2024); Karimova et al. (2025); Bender (2025); Ng & Ho (2022); Tomczyk & Majkut (2025); Lin & Ng (2025); Munoriyarwa & de-Lima-Santos (2025); Iqbal et al. (2025), stated that few studies have conducted an empirical analysis of its role in students' visual verification and critical evaluation capabilities in contexts of social media. Most research has focused on creativity, efficiency, and ethical responses, while largely neglecting media literacy training frameworks designed to teach students how to verify digital images created with generative AI. In addition, the studies are focused on short-term outcomes, have participant diversity limitations, and have not considered the context of the time-based studies (Lim et al., 2023; Karimova et al., 2025; Lin & Ng, 2025). This present research addresses the gap of understanding in an evidence-based way how generative AI improves students' visual verification skills and media literacy skills.

3. Methods

A quasi-experimental approach was applied, incorporating pre-test and post-test evaluations to assess how media literacy training influenced students' skills in classifying AI-generated images within educational and digital statement environments. The design enabled comparison of students' competencies before and after the six-week intervention.

3.1 Data Collection

A purposive sample of 430 undergraduate students was selected from three universities, ensuring representation of both genders and diverse academic disciplines. Participants were regular users of social media platforms but had not received prior formal instruction in media literacy or AI-based image verification.

Table 2. Profile Summary of Participants (N = 430)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	212	49.3%
	Female	218	50.7%
Age (years)	18–19	115	26.7%
	20–21	189	44.0%
	22–23	126	29.3%
Academic Discipline	Humanities	135	31.4%
	Science and Technology	148	34.4%
	Commerce/Management	147	34.2%
	1 – 2 hours	128	29.8%
Social Media Use (hours/day)	3 – 4 hours	202	47.0%
	Above 4 hours	100	23.2%

Table 2 shows the demographic investigation of the 430 individuals is balanced in terms of the percentage of males and females, 49.3: 50.7. The majority of the respondents were of ages 20 years to 21 years old (44.0%), then between 22 years to 23 years old (29.3%), and lastly between 18 years to 19 years old (26.7%). Concerning academic background, the students were almost balanced in terms of Humanities (31.4%), Science and Technology (34.4%), and Management (34.2%). In terms of social media use, most of them spent between 3 and 4 hours a day (47.0%), which means that they are active on digital platforms that are related to the aspects of media literacy and AI-generated content that are the focus of the proposed research.

3.2 Training Procedure

The training lasted six weeks and focused on strengthening four core competencies of media literacy

- Access – Locating and retrieving credible digital information sources.
- Analysis – Examining and interpreting visual content critically.
- Collective Reasoning – Engaging in collaborative interpretation and verification exercises.
- Evaluation – Assessing authenticity, ethical implications, and accuracy of AI-generated visuals.

The training incorporated interactive lectures and hands-on digital exercises. Students learned to identify images created or licensed by AI through the use of online verification tools and group discussion-based reasoning. Pre- and post-test sessions were used to determine any improvement in these capabilities.

3.3 Data Analysis Technique

Information gathering consisted of a structured pre- and post-test questionnaire in line with the four dimensions of literacy. The data was analyzed using SPSS software and independently by the researchers using paired sample t-test, correlation analysis, and regression analysis at a significance level of < 0.05 . The paired sample t-test analyzed differences between mean scores in the pre- and post-training content. The correlation analysis assessed interrelationships among the dimensions of the Access, Analysis, Reasoning, Evaluation, and Communication literacy competencies and provided results of strong positive relationships across each of the media literacy competencies. Finally, the regression analysis determined the degree to which the media literacy skills positively predicted students' verification skills when verifying images previously generated by AI.

There was a variety of verification tools and protocols used in the intervention program aimed at improving media literacy about AI-generated content. The main tools included image forensics programs such as FotoForensics and Image Edited, which were used to analyze digital images to identify signs of image manipulation through metadata and pixel anomalies. Additionally, reverse image search engines like Google Images and TinEye were utilized to trace the sources of images and determine their authenticity by examining previous instances. AI detection tools like Senty AI and Deepware Scanner were also introduced to identify indicators typical of AI-driven content, ensuring that students were familiar with authenticity and manipulation cues.

The verification protocol involved critical assessment procedures that allowed students to subjectively evaluate images. They were trained to recognize the origin of an image and its presence online, and then they used multiple tools to avoid relying too heavily on one. Emphasis was placed on understanding the reasoning behind image creation, fostering a greater interest in ethical concerns related to digital content. Students were encouraged to document their verification procedures in detail, promoting responsibility and thoroughness in their approach to evaluating digital media.

There were practical exercises used to complement the theoretical knowledge acquired, providing students with practical experience in utilizing verification tools. Direct analysis of AI-created images, reverse search, and group discussions of results were guided activities that enabled participants to explore the topic of AI-generated images. Real-life examples were examined through case studies, allowing students to recognize typical indicators of AI-generated content, while role-playing scenarios helped them understand the reasons behind creating misleading

content. Reflection journals facilitated critical thinking and self-reflection, enabling students to reflect on their learning processes and the implications of AI-generated media on the digital communication sphere. These engaging and educational exercises equipped students with the skills needed to navigate the challenges of content validation in the rapidly evolving technology landscape.

The chosen methodology in this study is a qualitative, interpretive approach based on Critical Media Literacy Pedagogy, Ethics of Visual Representation, and Visual Disinformation Studies. The practice aims to analyze the critical thinking process of students in terms of visual media analysis, critical analysis of socio-political factors, critical thinking about ethical problems related to authorship and authenticity, and identification of visual misinformation. Information is gathered using student-centered activities, discussions, and reflective reactions, all of which encourage active participation and critical thinking. They are thematically interpreted, allowing us to understand deeply what students know about critical awareness, critical reasoning, and analytical capabilities in their interaction with visual media in an educational situation.

4. Results

Performance examines the effect of media literacy training on the task of assessing images produced by AI in this investigation. The pretest and post-test data, correlations, and regressions were examined quantitatively using the SPSS statistical program. Five competencies, specifically Access, Analysis, Collective Reasoning, Evaluation, and Communication were analyzed quantitatively, revealing that students gained nearly their critical thinking and responsible digital communication skills.

4.1 Comparison of Pre-test and Post-test Mean Scores

The comparison demonstrated that the training made a significant difference in the student's media literacy competencies post-training. The findings revealed that participants confirmed improved analytical, evaluative, and communication skills in the post-test phase. This concludes the fact that structured learning is effective in developing skills in human students to recognize and read AI-generated content.

Table 3. Paired Sample t-test Results for Media Literacy Competencies

Media Literacy Competency	Pre-test Mean (SD)	Post-test Mean (SD)	t-value	p-value	Significance
Access	2.95 (0.58)	3.88 (0.52)	9.84	<0.001	Significant
Analysis	3.02 (0.55)	4.01 (0.49)	11.27	<0.001	Significant
Collective Reasoning	2.89 (0.63)	3.76 (0.56)	8.93	<0.001	Significant
Evaluation	2.91 (0.60)	3.92 (0.54)	10.45	<0.001	Significant
Communication	2.97 (0.57)	3.95 (0.50)	10.02	<0.001	Significant

Table 3 indicates that gains have been realized on all competencies upon the completion of the training intervention. Access also changed by 0.58 ($t=9.84$, $p=0.001$) with a difference in means of 0.52, whereas Analysis changed by 0.49 ($t=11.27$, $p=0.001$) with a difference in means of 0.99. Otherwise, in the same way, Collective Reasoning increased to 3.76 (0.56), instead of 2.89 (0.63), evaluation 3.92 (0.54), and communication 3.95 (0.50), demonstrating that there is a statistically significant improvement in each area. These results establish a statistically significant development across all domains of media literacy. As shown in Figure 2(a) and 2(b), the qualified analysis of pre-test and post-test results shows notable increases in Mean and corresponding decreases in Standard Deviation (SD), confirming improved consistency and learning outcomes among participants.

4.2 Regression Analysis

The regression test has determined that analytical, evaluative, and communication skills played a major role in enhancing image verification performance. It showed that all the competencies together determine the ability of students to interpret digitally correctly. The results indicate that the role of media literacy is a major indicator of responsible use of AI-generated media. Mathematically, it is expressed as follows in Equation 1.

$$Z = \beta_0 + \beta_1 Y_1 + \beta_2 Y_2 + \dots + \beta_n Y_n + \epsilon \quad (1)$$

Where Z denotes the predicted media literacy result influenced by independent variables. $Y_1, Y_2, \dots, Y_n$ are the independent variables, β_0 is the intercept value, $\beta_1, \beta_2, \dots, \beta_n$ are the coefficients of the independent variables, and ϵ is the error term.

Table 4. Regression Analysis of Media Literacy Competencies Predicting AI Image Verification Ability

Predictor Variable	B (Unstandardized Coefficient)	β (Standardized Coefficient)	SE	t-value	p-value
Access	0.215	0.24	0.055	3.89	<0.001
Analysis	0.382	0.41	0.073	5.26	<0.001
Collective Reasoning	0.168	0.18	0.070	2.41	0.016
Evaluation	0.345	0.36	0.073	4.73	<0.001
Communication	0.358	0.39	0.072	4.95	<0.001

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4.3 Correlation Analysis

The correlation test showed that there were high positive relationships between all media literacy elements. It demonstrated that effective evaluators are likely to communicate effectively and critically on the internet. Table 5 depicts the support for the interdependency of the literacy skills in developing ethical and informed digital citizenship. The model is represented as defined in Equation 2,

$$q = \frac{z(\sum us) - (\sum u)(\sum s)}{\sqrt{[z\sum u^2 - (\sum u)^2][z\sum s^2 - (\sum s)^2]}} \quad (2)$$

Where q is the correlation coefficient, indicating the strength of the linear relationship between two variables, z is the total number of observations, u and s are the first and second variable values under consideration and $(\sum u)(\sum s)$ is the Sum of u and s values.

Table 5. Correlation Matrix among Media Literacy Competencies (N = 430)

Variables	Access	Analysis	Reasoning	Evaluation	Communication
Access	1	0.71**	0.65**	0.69**	0.67**
Analysis	0.71**	1	0.73**	0.78**	0.76**
Collective Reasoning	0.65**	0.73**	1	0.69**	0.72**
Evaluation	0.69**	0.78**	0.69**	1	0.81**
Communication	0.67**	0.76**	0.72**	0.81**	1

The regression (Table 5) shows that all five predictor variables significantly influence students' ability to verify AI-generated images ($p < 0.05$). Among them, Analysis ($\beta = 0.41$), Communication ($\beta = 0.39$), and Evaluation ($\beta = 0.36$) emerged as the strongest predictors, indicating their major contribution. The positive B values and significant t-values confirm that enhanced media literacy skills collectively improve students' verification performance.

Critical Media Literacy Pedagogy, as articulated by Kellner and Share, emphasizes the importance of empowering students to critically analyze media content and the socio-political contexts surrounding it (Table 6). This pedagogy focuses on fostering critical thinking skills that enable students to question the power structures inherent in media production and representation.

Table 6. Key concepts of Critical Media Literacy Pedagogy

Key Concepts	Description
Critique of Power Relations	Examines how media reflects and shapes social hierarchies and power structures.
Empowerment through Engagement	Promotes active participation in media analysis and media creation processes.
Contextual Understanding	Emphasizes the importance of interpreting media within its social, cultural, and political contexts.

In addressing the Ethics of Visual Representation, it is critical to consider how visual content is produced and received. This framework holds creators accountable for the authenticity and ethical implications of their work (Table 7). By instilling a sense of responsibility regarding the accuracy of visual information, students can better understand the impact of visual media on public perception and social narratives. Training programs that incorporate this ethical dimension can lead to more responsible digital citizenship among students, as they learn to navigate the complex landscape of media representation.

Table 7. Key Components and Their Implications for Education

Key Components	Implications for Education
Authorship and Intent	Encourages learners to reflect on the motivations and purposes behind visual media production.
Manipulation and Authenticity	Raises awareness of how visual content can be altered and the ethical consequences of misleading representations.
Audience Interpretation	Develops critical viewing skills to evaluate how visuals influence meaning and perception.

Finally, in utilizing insights from Visual Disinformation Studies, educators can equip students with the skills necessary to recognize and combat misinformation in visual forms. This framework emphasizes the need for deconstructing visual narratives and understanding the mechanisms behind visual disinformation. By enhancing students' abilities to dissect

and analyze media, educators can prepare them to be vigilant against manipulative practices that undermine informed discourse. Training programs focused on these skills can empower students to not only discern truth from falsehood but also engage as informed creators who uphold the integrity of their visual contributions (Table 8).

Table 8. Key Areas of Focus in Visual Disinformation Studies

Key Areas of Focus	Focus of Visual Disinformation Studies
Deconstruction of Visual Narratives	Develops the ability to analyze how visual elements construct and convey specific messages.
Impact on Public Discourse	Examine the societal consequences and risks associated with the spread of visual misinformation.
Mitigation Strategies	Provides methods and tools for verifying, analyzing, and critically evaluating visual media.
Educational Implications	Integrating these frameworks into media literacy education equips students with critical awareness alongside technical skills, enabling responsible engagement in the digital environment.

5. Discussion

The impact of media literacy instruction on students' abilities was aimed at analyzing, evaluating, and communicating AI-generated images. The existing studies identified several constraints, such as the inability to scale cross-media retrieval models for big data implementation in real time (Shi et al., 2022) and the potential loss of creative autonomy of designers working with AI-supported Fashion 4.0 tools (Särmäkari & Vänskä, 2022). The assisted pedagogical model did not document the long-term retention and ability to transfer or adapt learning in various contexts (Zhang, 2022), while the music notation recognition model did show a decline in performance when recognizing complex or stylized symbols (Li, 2022). Research studies evaluating AI-assisted media education are limited in breadth and representation of samples Bender (2023), stated that as self-reported citations or bibliometrics are usually quantitative without an actual exploration in the form of qualitative data or insight (Lim et al., 2023). Research helps students develop critical thinking and verification forms in digital environments with generative AI. It encourages responsible and ethical communication within social media through strengthened media literacy competencies. The findings support the inclusion of media literacy in educational institutions to improve awareness and authenticity in the digital age. Educators can implement media literacy modules focusing on AI to enhance students' critical and evaluative dispositions. Strategies may be employed to adapt training to model ethical interpretations and engagements of digital content. All knowledge points assist institutions in promoting responsible and informed engagement in spaces employing generative AI.

6. Conclusion

The main goal of this research was to explore the effect of media literacy instruction on improving students verified abilities with AI-generated images with generative AI and media convergence. The research involved data from 430 undergraduate female and male students who were involved in a 6-week service-learning intervention based on five focus competencies, which are Access, Analysis, Collective Reasoning, Evaluation, and Communication. All paired-sample t-tests showed a significant increase in competency level with pre-post-test scores, $p < 0.05$. Regression analysis indicated that Analysis ($\beta = 0.41$), Communication ($\beta = 0.39$), and Evaluation ($\beta = 0.36$) were the three strongest predictors for AI image verification. Correlation values showed positive relationships between each of the variables ($r = 0.65\text{--}0.81$), with the strongest correlation between Evaluation and Communication ($r = 0.81$). The research aims to enhance critical digital literacy and ethical participation of students learning from AI-mediated media environments. Traditional formal media literacy pedagogical instruction had a direct influence on the extent of development in students' analytical thinking, evaluative reasoning and responsible communicative practices. Nonetheless, the brevity of the investigation and the limited number of students and educational settings were factors that could hinder generalization prospects. Future research could explore a longer timeframe, additional educational contexts and disciplines, and cross-cultural education to improve critical engagement over longer-term with AI generated content.

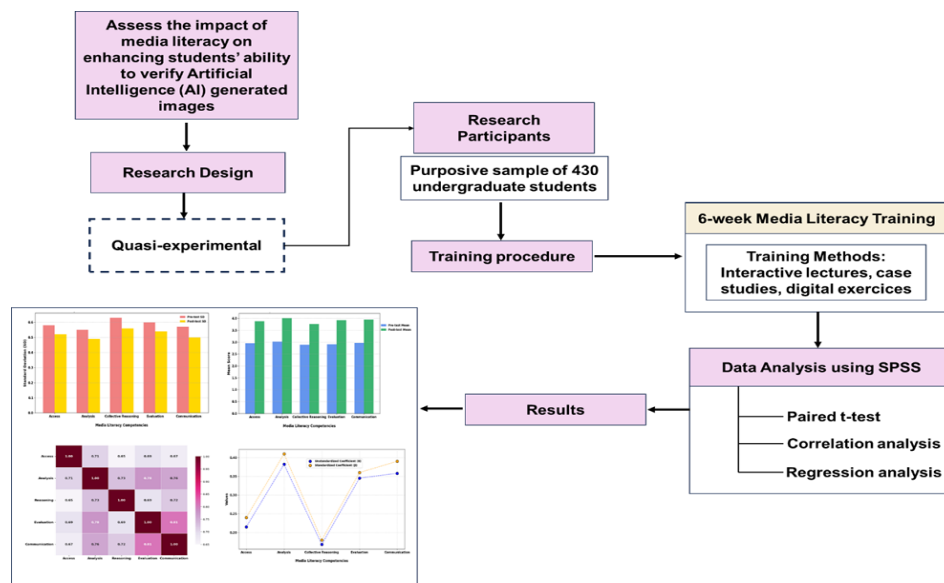


Figure 1. Methodological Flow of The Media Literacy and Generative AI

Figure 1 shows the Research Framework for Assessing Media Literacy Impact on AI Image Verification.

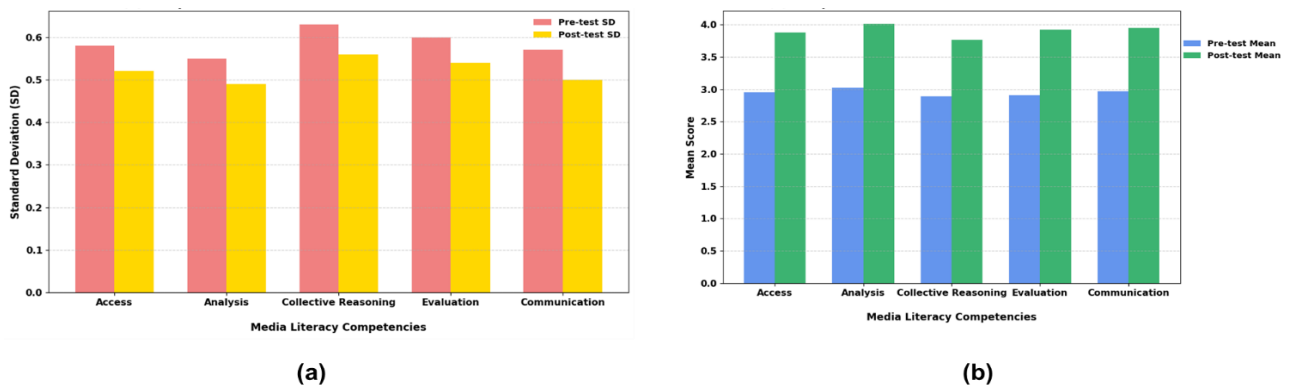


Figure 2. Comparative analysis of Pre-test and Post-test (a) Mean (b) SD

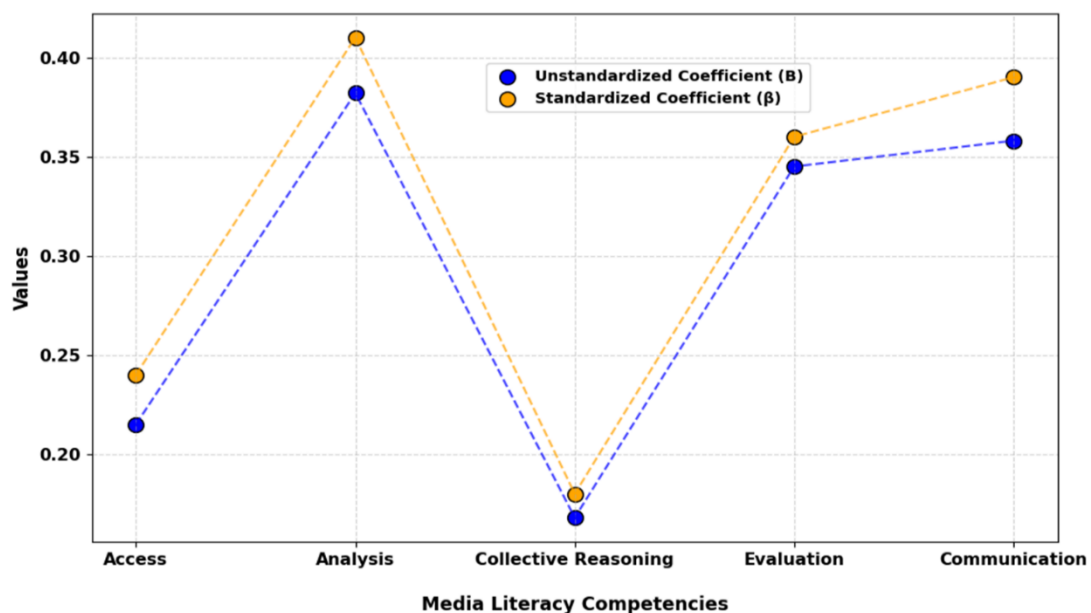


Figure 3. Comparison of Unstandardized and Standardized Coefficients

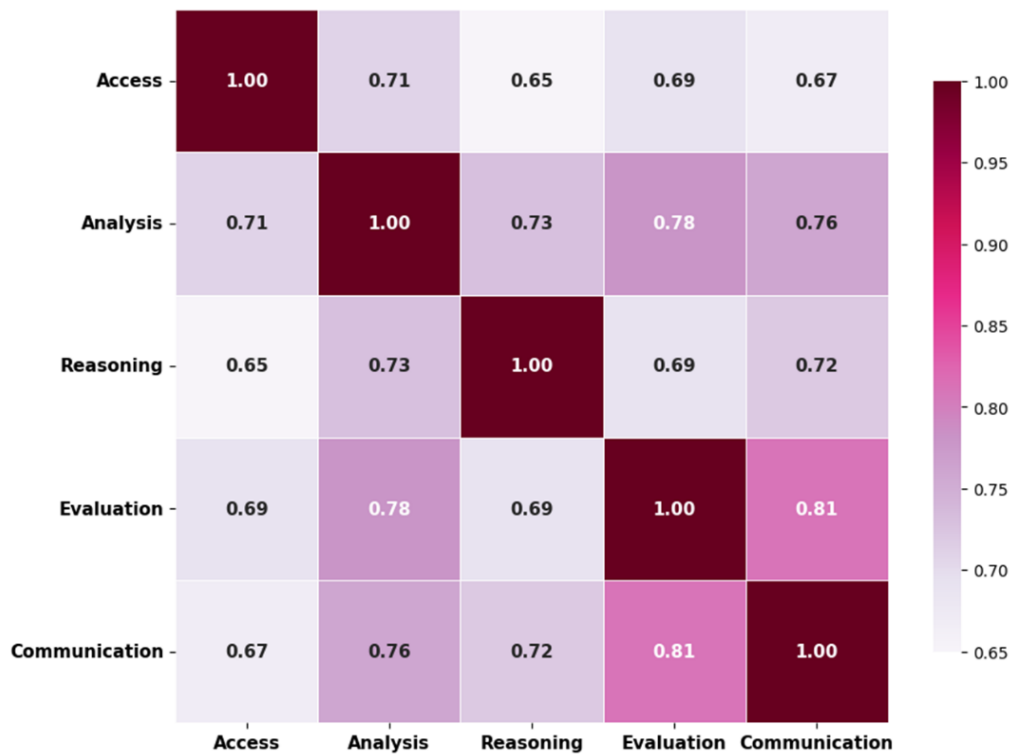


Figure 4. Correlation Matrix of Media Literacy Competencies

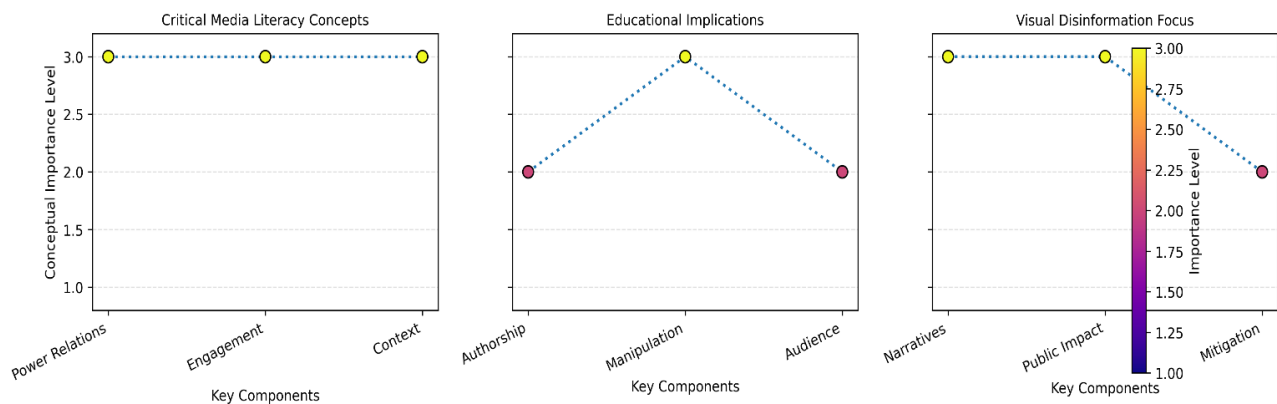


Figure 5. Comparative representation of conceptual importance across critical media literacy, educational implications, and visual disinformation domains

Figure 5 shows the comparative visualization of conceptual importance levels across critical media literacy concepts, educational implications of visual media, and focal areas of visual disinformation studies, illustrating patterns of emphasis within and across the three analytical domains.

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Authors contributions

Wei Yan Lyu was responsible for the research design, drafting of the manuscript, data collection, proofreading, and revision. Finally, Read and approved the final manuscript.

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Data sharing statement

No additional data are available.

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