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media masters

WORK PACKAGE N° 24

CONFERENCE

“THE IMPACT OF FAKE NEWS ON EUROPEAN DEMOCRACIES”



SOFIA UNIVERSITY
“ST. KLIMENT OHRIDSKI”
FACULTY OF JOURNALISM
AND MASS COMMUNICATION

DELIVERED BY

Sofia University
“St. Kliment Ohridski”

Faculty of Journalism
and Mass
Communications

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Document Identification:

Project full name	Media Masters: Enhancing Media Literacy
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PIC Number:	999887641
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EVENT DESCRIPTION

Event number:	Conference 1
Event name:	The impact of fake news on European democracies
Type:	Conference
In situ/online:	in-situ
Location:	Bulgaria, Sofia
Date(s):	10.04.2025
Website(s) (if any):	https://fjmc.uni-sofia.bg/news/konferenciya-vv-fzhmk-postavi-fokus-vrkhu-mediynata-gramotnost

Participants

Female:	66	
Male:	24	
Non-binary:	-	
From country 1 [name]:	85 (Bulgaria)	
From country 2 [name]:	2 (North Macedonia)	
From country 3 [name]:	3 (Ukraine)	
Total number of participants:	90	From total number of countries: 3

Description

Provide a short description of the event and its activities.

1. Summary of the conference

The *Impact of Fake news* conference demonstrated how coordinated action across sectors can elevate media literacy from a theoretical concept to a practical, empowering tool for young people. Through a rich mix of expert discussion and hands-on presentation, the event showcased the project's central achievement: the creation of a **board game and mobile application** designed to teach media literacy in an accessible and engaging way. These tools are not only innovative in their approach but highly relevant to the realities and interests of today's youth.

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By focusing on high school students as the primary target audience—and extending impact to young adults—the project ensures that critical thinking and media awareness are developed at a formative stage. The use of game-based learning represents a strategic and future-forward method for countering disinformation, building trust in democratic institutions, and promoting civic engagement.

The conference concluded with a shared recognition that equipping the next generation with the tools to navigate the media landscape is not just beneficial—it is essential. Projects like *Media Masters* exemplify the kind of creative, educational initiatives needed to make media literacy a sustainable and impactful part of European democratic life.

The *Media Masters* conference was officially opened with a welcome address by **Prof. Dr. Vesselina Valkanova**, Dean of the Faculty of Journalism and Mass Communication at Sofia University “St. Kliment Ohridski” and Project Leader of “*Media Masters: Enhancing Media Literacy*.” In her speech, Prof. Valkanova highlighted the vital importance of media literacy in the modern communication environment, stressing the role of the academic and professional community in fostering critical thinking and civic awareness. She also emphasized the contribution of the *Media Masters* project, funded by the European Union’s “Citizens, Equality, Rights and Values” programme (CERV-2023-CITIZENS-CIV-01148165).

The session featured expert insights from key figures in media, education and regulation:

- Prof. Dr. Vesselina Valkanova – an established scholar and Dean of the Faculty of Journalism and Mass Communication.
- Milen Mitev – Director General of the Bulgarian National Radio
- Ivo Todorov - Director of Digital Programs at the Bulgarian National Radio, spoke about the digital transformation of the media landscape and the need for public media to engage young audiences through transparency and credible reporting.
- Zhivko Zhelev - journalist, head of the fact-checking team at the Bulgarian National Radio
- Iva Grigorova - Chairwoman of the Bulgarian Association of PR Agencies (BAPRA), examined the ethical responsibilities of the communications industry, especially in the context of social media and influencer culture.
- Iliya Lyutskanov - Chief Expert of the Council for Electronic Media (CEM),



discussed the regulatory framework supporting media pluralism and quality content, emphasizing that regulation should be perceived as a protection, not a restriction.

- **Ministry of Education and Science was informed and invited to participate in the project, following its stages and becoming familiar with its results, which are useful for practice. Detailed information about project's goals and implementation was sent to the Mrs. Greta Gancheva, Director of the Inclusive Education Directorate and to Mrs. Rositsa Koleva, Director of the Higher Education Directorate. Invitations about the conference were sent to the heads of the two directorates of the Ministry of Education and Science, which are in charge of media literacy education in Bulgarian schools and universities:**

"The theme of the conference is dedicated to the efforts of the academic community to develop new and innovative methods for non-formal education that will help increase the media literacy of pupils and students. In the person of the Ministry of Education and Science, we see an important partner in these efforts and we are convinced that your presence will contribute to this important shared goal."

Tatyana Predova, State Expert from the Ministry of Education and Science was appointed by the Ministry as an expert, who will follow the stages of the project and will be informed about its results. It was discussed the integration of media literacy across educational curricula and the systemic approach that builds critical thinking skills from early education stages.

Prof. Dr. Vesselina Valkanova presented the project. With a game and a mobile application, we recreate real media situations and stimulate a reaction against fake news, said Prof. Vesselina Valkanova. Thanks to a multilingual board game and a mobile application, we recreate real media and news situations, thereby stimulating a reaction against fake news and misleading content on social networks.

"In developing the project that we are presenting today, we united around the thesis that in the era of disinformation and digital noise, media literacy is a key tool for enabling people to make informed choices, develop critical thinking, build a digital culture and ultimately defend democratic values," said the dean of



the Faculty of Media and Communication. A consortium of nine countries from the European Union is working on it – Bulgaria, France, Italy, Spain, Croatia, Greece, Cyprus, Slovenia, Ireland.

Prof. Vesselina Valkanova explained that students from both secondary and primary education will be attracted to the project. The project is emphasized practically, she added.

It is still early to draw conclusions, but I believe that through such groups of models, critical thinking can be promoted and we can encourage and urge young people to recognize disinformation and manipulative, manipulated content, the dean of the Faculty of Journalism and Mass Communication pointed out. Prof. Valkanova noted that both products were created so that they can be used even after the project is completed.

According to her, the focus of the initiative is quite bold – to engage young people in certain social projects, in civil dialogue. One of the goals of the project is also to provide valuable data for future research and feedback, the results of which will be published, she said. "We hope that we will have a great contribution in checking the functional tests of the first version of the project and the board game and in establishing how effective the development can be as a pedagogical toolkit for improving media literacy among young people," the dean of the Faculty of Journalism and Mass Communication pointed out.

She also said that all the scenarios and questions included in the game and in the application are based on real events. "We believe with our colleagues who participate in the consortium that this is the most effective way to arouse the interest of young people and encourage them to discuss and engage," commented Prof. Vesselina Valkanova.

According to her, in addition to politics and political news and events, the game also includes topics that are closer to the target age groups.

"Disinformation is this complex phenomenon that is spreading very widely globally, can undermine human rights and can threaten and actually threaten European democracies. Moreover, technologies of recent years make disinformation even more difficult to recognize. Now artificial intelligence is also intervening, through which fake news, deepfake videos and online fraud can acquire previously unseen levels of credibility. In fact, this is the big threat – the difficult detection of fake from real, verified, true content. The threat is not simply in the presence of fake news in the modern communication environment, but rather – in the speed, in the scale with which it spreads," said Prof. Vesselina Valkanova. According to her, in today's world, cybersecurity is not just a matter of technology, but also of human behavior.



The Dean of the Faculty of Media and Communication believes that countering acts of disinformation is through educational projects, programs, campaigns, including through campaigns and actions in traditional, not only new media.

“Although media literacy education is already practically accepted and is standard in a number of English-speaking countries, for example, Great Britain, Canada, Australia, it is not yet a fact in the States, where the decentralized education system rather hinders this process,” explained Prof. Valkanova. However, media literacy has not become a standard training program globally, including Bulgaria, she added.

“It is a fact that young people use social networks and the Internet in general and digital online platforms in different ways. This can contribute to building civic engagement. However, I do not share the thesis of some scholars that this civic engagement arises somehow spontaneously, naturally from the use of digital media. On the contrary – I think that media literacy education is absolutely necessary to provide this cognitive, social construct, this scaffolding on which to stand these attitudes, reflexes and ultimately – the civic engagement of young people. This includes social empathy”, said Prof. Valkanova.

The Director General of the Bulgarian National Radio (BNR), Milen Mitev, in his speech at the opening of the conference “The Impact of Fake News on European Democracies”, stated that when we want to counter disinformation, traditional media – both public and commercial – must be strong. He shared the fact that when public radio stations are closed, their frequencies are taken over by disinformation channels. He noted that it is all a matter of investment, how much societies want to invest in their media. “It is obvious that the media in a democratic society cannot be used as an instrument of power. And perhaps that is why the power is less interested in us. But we can still be a weapon, although not for attack, but for defense. We are a line of defense for all people living in democratic countries, which still does not allow disinformation to penetrate everywhere,” the Director General of the BNR pointed out during the conference.

Mitev cited a 2022 Eurobarometer survey, according to which public media news enjoys the highest level of trust in 28 out of 31 European countries that participated in the survey, including 25 European Union member states. “On average for the EU, 49 percent of citizens rank public media as the most reliable source of information, followed by the press in second place with 39 percent. And commercial media is at 27 percent. This creates a huge difference in the average trust in public and commercial media news,” said Milen Mitev.



He commented that the more citizens in a country trust public media, the higher the level of satisfaction with democracy in the country. The more citizens believe that public media news is reliable, the higher the media freedom index in the country, added the director general of the public radio. He noted that it's all a matter of investment, how much societies want to invest in their media.

Assoc. Prof. Dr. Mila Serafimova presented the *Media Masters* project's goals and achievements, focusing on developing skills to detect manipulative content and counter disinformation. A major highlight was the presentation of the project's **tangible outputs**:

- A **board game** and
- A **mobile application**,

designed specifically for **high school students (ages 14–18)** and **young adults (ages 18–25)**. These tools provide an engaging, interactive approach to media education, helping young people sharpen their critical thinking skills and media awareness through game-based learning. The **primary target group** is high school youth, but the materials are flexible and useful across various educational contexts.

The roundtable discussion that followed brought together voices from the media, academia, and civil society to explore the impact of disinformation on public trust, electoral processes, and democratic institutions. Participants emphasized the cross-border nature of fake news and the need for a united European response. There was strong consensus that media literacy is a crucial pillar of democratic resilience.

After the lunch break, the second part of the conference shifted the focus from theoretical discussions to practical implementation, engaging participants in interactive and experiential learning formats.

Chief Assistant Professor Dr. Yordan Karapenchev from the Faculty of Journalism and Mass Communication at Sofia University presented the two key tangible products developed within the framework of the Media Masters project: a board game and a mobile application. His presentation emphasized the creative and pedagogical foundations of both tools, developed to help young people explore complex media-related topics such as fake news, media manipulation, and digital ethics in a playful and accessible way.

Dr. Karapenchev shared insights into the development process, including testing phases with target audiences and the incorporation of real-life case studies into the game mechanics. He highlighted that the main aim was to create educational



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tools that go beyond passive instruction, fostering critical thinking through active decision-making, teamwork, and problem-solving.

From 13:00 to 14:00, participants were invited to join facilitated demo game sessions, where they could experience firsthand how the board game and the mobile app function in an educational setting. Attendees were divided into small groups, each led by a trained facilitator who guided them through the gameplay. The atmosphere was dynamic and lively, sparking discussion, collaboration, and moments of discovery among participants of various backgrounds—students, educators, media professionals, and civil society representatives alike.

These sessions not only illustrated the tools' educational potential but also demonstrated their adaptability to different learning environments, such as classrooms, workshops, or community centres. Both the board game and the app encourage active learning and role-play scenarios where users must analyse information, identify disinformation, and make strategic decisions.

In the final session of the day a structured feedback and discussion round was held with all participants. Attendees shared their impressions of the gameplay experience, offered suggestions for improvement, and reflected on the educational value of the tools. The feedback was overwhelmingly positive, with many praising the engaging format, the relevance of the content, and the potential for broader application in formal and non-formal educational settings.

Several educators in the audience expressed interest in incorporating the board game into their teaching curricula, especially in media studies, civic education, and digital citizenship classes. Civil society representatives noted the potential for using the game in youth centres and awareness campaigns.

The interactive segment served not only as a demonstration of the project's results but as a call to action—to reimagine media education through innovation, creativity, and participatory methods.

2. Conference program

For greater clarity and context regarding the structure of the *Media Masters* conference, the following section presents the full program agenda. It outlines the sequence of activities and presentations held throughout the day, providing insight into the thematic progression of the event—from expert discussions to hands-on demonstrations.

09:30 – 10:00 – Participant Registration

Foyer in front of the "Aula Magna" Hall at the Faculty of Journalism and Mass Communication

10:00 – 10:15 – Opening of the Conference

Welcome address by Prof. Dr. Veselina Valkanova – Dean of the Faculty of Journalism and Mass Communication at Sofia University "St. Kliment Ohridski" and Project Leader of "Media Masters: Promoting Media Literacy" (CERV-2023-

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10:15 – 10:45 – Statements by Conference Participants

- Milen Mitev - Director General of the Bulgarian National Radio
- Ivo Todorov – Director of Digital Programming, Bulgarian National Radio (BNR)
- BNR Fact-Checking Team - Zlatko Zhelev, journalist, specializing in fact-checking
- Iva Grigorova – Chairperson of the Bulgarian Association of PR Agencies (BAPRA)
- Assoc. Prof. Dr. Alexander Hristov – lecturer at Sofia University
- Iliya Lyutskanov – Chief Expert, Directorate of Licensing, Registration, Legal Regimes, and International Activities, Council for Electronic Media

10:45 – 11:00 – Presentation of the “Media Masters: Promoting Media Literacy” Project

Assoc. Prof. Dr. Mila Serafimova – Faculty of Journalism and Mass Communication, Sofia University

11:00 – 11:30 – Round Table Discussion: “The Impact of Fake News on European Democracies”

Panel participants

11:30 – 12:00 – Q&A Session

Panel participants

12:00 – 12:30 – Lunch Break

12:30 – 13:00 – Presentation of the “Media Masters” Board Game and Mobile Application, Developed as Part of the Project

Chief Assist. Prof. Dr. Yordan Karapenchev – Faculty of Journalism and Mass Communication, Sofia University

13:00 – 14:00 – Facilitated Game Demonstration Sessions

Led by trained facilitators

14:00 – 15:00 – Discussion and Feedback Collection from Game Participants

3. Key Takeaways

The participants in the discussion laid out their views on the impact of fake news on European democracies in a series of statements. Key takeaways from each statement include the following:

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3.1. Outtakes from the presentation of Prof. Vesselina Valkanova, PhD – Dean of the Faculty of Journalism

Prof. Valkanova opened the conference by highlighting the critical and growing threat that disinformation poses to European democracies, human rights, and civic trust. She described disinformation as a complex, global phenomenon, accelerated by new technologies and artificial intelligence, including deepfakes and synthetic content, which blur the line between reality and manipulation.

“The threat isn’t only the existence of fake news—it’s the speed and scale with which it spreads.”

She emphasized that we are living in a time when cybersecurity is no longer just a technological issue but a behavioral one, and disinformation now functions as a mass threat requiring collective, conscious action. She referenced “content factories”—automated systems producing mass volumes of fake content—and pointed out how crises such as pandemics, economic instability, or political unrest provide fertile ground for misinformation to flourish.

Prof. Valkanova stressed that tackling disinformation requires regulation, education, institutional measures, and strong civil society engagement. She welcomed recent EU policy actions, notably the European Commission’s April 2024 investigation into Facebook and Instagram under the Digital Services Act, for failing to manage disinformation and deceptive advertising effectively.

She acknowledged that Facebook remains the dominant social media platform in Bulgaria, and thus a major vector for the spread of fake news. In this context, she praised the efforts of professional journalists and organizations committed to credible, fact-based journalism.

3.2. Outtakes from the presentation of Milen Mitev – Director General of the Bulgarian National Radio

According to Milen Mitev, in recent years there has been a slight deficit of democratic values and a certain pessimism in all European societies. “If until a decade ago we faced the challenges thinking that whatever happens now,

tomorrow will be better, today we do not seem to have so many reasons for such optimism,” said the director general of the national radio. In such an environment,

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disinformation thrives very easily, and perhaps disinformation is part of the reason for more pessimism in our societies, he added.

Mitev commented that among the main challenges facing the media and our societies today are information overload, increasing competition for audience time and the devaluation of the journalistic profession.

3.3. Outtakes from the presentation of Ivo Todorov – Director of Digital Programming, Bulgarian National Radio

Ivo Todorov opened his address with a note of **optimism and appreciation** for the strong presence of young people at the event, expressing his belief that their participation is not only encouraging but **vital for the future of media literacy**. He acknowledged the increasing complexity of today's media landscape and framed the role of **public service media as a stabilizing force**—a trustworthy pillar in a time of rising disinformation and societal polarization.

Todorov emphasized that trust is the cornerstone of modern journalism and that public broadcasters like BNR must continue to earn and uphold it. He drew attention to the distinct difference between “misinformation” and “disinformation”, clarifying that while both are harmful, disinformation—false content spread intentionally to deceive—is particularly dangerous as it is strategically weaponized to manipulate public opinion, especially during times of crisis or election cycles.

“We need to make the difference clear: misinformation is a mistake; disinformation is a strategy. Knowing this distinction is the first step toward building resilience.”

He elaborated on the efforts of BNR's dedicated fact-checking team, who actively monitor and respond to suspicious narratives and viral hoaxes. These journalists and editors are specially trained to assess credibility, trace original sources, and communicate verified facts in accessible formats—often under tight deadlines. Their work is instrumental in building media awareness among audiences and combating the rapid spread of falsehoods, particularly on social media.

Todorov also addressed the need to modernize public broadcasting in order to stay relevant to younger generations. He acknowledged that traditional formats no longer hold the same influence over youth, and stressed the importance of delivering trustworthy content in formats that are engaging, interactive, and native to the digital habits of Gen Z and Millennials.

“If we want young people to care about facts, we need to meet them where they are—on the platforms they use, in the formats they prefer.”

Finally, he reaffirmed BNR's commitment to supporting initiatives like Media Masters, which provide innovative and youth-oriented tools for media education.



He described such partnerships between national media and academia as essential for achieving real, sustainable impact in the battle against disinformation.

3.4. Outtakes from the presentation of Zlatko Zhelev, journalist, specializing in fact-checking, BNR Fact Checking Unit

Veteran journalist Zlatko Zhelev, who brings over 25 years of experience in both radio and television broadcasting, took the floor as a representative of the Bulgarian National Radio's (BNR) fact-checking team. His remarks provided a deep and thoughtful reflection on the changing nature of information authenticity in the digital age, highlighting the growing sophistication of misinformation tactics, particularly through the use of artificial intelligence and deepfake technology.

Zhelev began by providing a behind-the-scenes look at the daily operations of BNR's fact-checkers, whose work has become increasingly complex in recent years. He described the surge in manipulative content, especially during politically sensitive moments, and emphasized how media professionals must remain vigilant, adaptable, and tech-savvy in the face of fast-evolving disinformation strategies.

What made his contribution especially impactful was his ability to bridge the traditional values of journalism with the demands of today's digital realities. He cautioned that tools like deepfakes—which can convincingly fabricate video or audio of real individuals—represent a serious threat to public trust and democratic discourse.

"Today, a video can go viral in minutes—and it may show a politician saying something they never said. That's not just dangerous, it's reality."

However, Zhelev also offered a balanced perspective. While he acknowledged the disruptive potential of AI, he also emphasized that the same technology can and should be used to detect false content more effectively. He pointed to emerging tools and platforms that use machine learning algorithms to identify patterns typical of fake news, such as inconsistencies in metadata, synthetic voice signatures, or unnatural visual glitches in deepfakes.

"AI is not just part of the problem—it's part of the solution. But it depends on how we, as journalists and citizens, choose to use it."

In closing, Zhelev called for greater collaboration between journalists, technologists, educators, and civil society organizations in order to build a more resilient information environment. He emphasized that fact-checking must be proactive, not reactive, and that media literacy initiatives like Media Masters are a critical step toward equipping young people with the tools to critically evaluate what they see and hear online.



3.5. **Outtakes from the presentation of the presentation of Iliya Lyutskanov Chief Expert from the Council for Electronic Media (CEM)**

Lyutskanov emphasized that the role of media regulation is not to restrict free speech but to ensure the quality, transparency, and accountability of media content. He underlined the Council for Electronic Media's responsibility in overseeing licensing and legal compliance as a way to safeguard democratic values and media pluralism.

Addressing the fast-changing digital environment, he noted that emerging challenges such as disinformation, deepfakes, and AI-generated content require ongoing legal adaptation. He advocated for updated and agile legal mechanisms that can respond effectively to technological developments without undermining freedom of expression.

Lyutskanov also pointed out the importance of collaboration among regulatory bodies, media professionals, and tech experts to create a unified and effective response to the spread of disinformation. He concluded by mentioning the need for future reforms that align national regulations with international standards, ensuring a proactive and future-proof media oversight system.

3.6. **Outtakes from the presentation of the presentation of Iva Grigorova, Chairperson of BAPRA**

Grigorova firmly defended the integrity of the PR profession, emphasizing that genuine public relations work is rooted in credibility, accountability, and adherence to ethical standards. She acknowledged the public skepticism that sometimes surrounds PR but clarified that this perception is often shaped by the misuse of communication tools by unqualified actors or non-professionals.

She highlighted that certified PR practitioners—especially those represented by BAPRA—play a constructive role in the media ecosystem by facilitating accurate, clear, and verified information flow between institutions and the public. According to her, PR is not about manipulation, but about responsible storytelling, trust-building, and support for informed public dialogue.

Grigorova also stressed the importance of ethical guidelines and professional training, noting that BAPRA actively works to promote transparency and truth in communication, especially in times of crisis when disinformation tends to proliferate. She concluded by reaffirming PR's role as a partner—not an adversary—in the broader effort to enhance media literacy and resist fake news.



3.7. Outtakes of the presentation of Mila Serafimova, Associate professor, Faculty of Journalism and Mass Communication

Introduced the pedagogical foundation of the Media Masters project by referencing *Homo ludens*—the idea that play is intrinsic to human behavior—and demonstrated how this concept underpins the project’s use of games as effective educational tools.

Serafimova began her presentation with a powerful conceptual anchor: the theory of *Homo ludens* (the playing human), arguing that play is not just entertainment but a fundamental mode of learning and interaction. She used this idea to explain why gamified approaches—like the Media Masters board game and mobile application—can be particularly effective in developing media literacy among young people.

She then presented the structure of the Media Masters project consortium, made up of partners from nine EU countries. Each partner contributes with local expertise and target groups, while sharing a unified goal: to improve citizens’ ability to recognize and resist disinformation.

Sofia University, she noted, plays a central role in the project, particularly in the research and testing phases. The university is responsible for piloting the game with real users—including students, pupils, and educators—and conducting structured analyses of the results. This ensures that the educational components are not only engaging but also pedagogically sound and scientifically validated.

Serafimova also emphasized the importance of Sofia University’s academic capacity in media studies and its ability to contribute to both theoretical and practical dimensions of the project, reinforcing the link between academic research and real-world media literacy tools.

4. Supervised gameplay sessions

Dr. Karapenchev delivered a hands-on introduction to the *Media Masters* mobile game by guiding participants through its setup and gameplay, demonstrating how interactive tools can enhance media literacy education.

Asst. Prof. Yordan Karapenchev focused on the practical application of the *Media Masters* project by presenting the core gameplay mechanics of the mobile app version. He provided direct links to download the app via Google Play and the App Store, encouraging all participants to install the application on their devices.

Karapenchev played a key role in facilitating the onboarding process, assisting participants in creating user profiles and navigating the app’s interface. Once the setup was complete, the audience was divided into groups and began playing the game under structured guidance.



During the gameplay session, Asst. Prof. Karapenchev and Assoc. Prof. Mila Serafimova jointly supervised the groups, offering support and ensuring a smooth, educational experience. The session served not only as an interactive demo but also as a practical example of how gamified learning can promote critical thinking and awareness of disinformation in a collaborative setting.

5. Feedback generation and discussions

The gameplay session acted as a fruitful catalyst for discussion and idea generations. Upon completing their respective games, participants gather back in the Aula Magna to discuss their impressions. Several ideas for future development of the project were discussed. Some of these ideas include:

1. **Integration of the Game into Educational Curricula**
Participants proposed piloting the *Media Masters* game in high school and university courses focused on civic education, media studies, or digital literacy. Teachers and educators expressed interest in using it as a complementary tool to stimulate critical thinking and student engagement.
2. **Localized Scenarios for Greater Relevance**
Several attendees suggested expanding the game content with region-specific and culturally relevant scenarios (e.g., Bulgarian election campaigns, local disinformation events) to increase immersion and make the learning experience more relatable for domestic users.
3. **Gamified Certification for Learners**

An idea was raised to offer digital badges or certificates upon completion of specific levels or tasks in the game. These could serve both as incentives and as a way to track learners' progress in acquiring media literacy skills.

4. **Expansion of Multiplayer and Competitive Elements**
Players expressed enthusiasm for more competitive and team-based gameplay. Suggestions included tournaments between schools or classes, leaderboard rankings, and real-time challenges that would promote collaboration and discussion among peers.
5. **Accessibility Improvements for Broader Inclusion**
Feedback highlighted the need to enhance app accessibility for users with disabilities (e.g., voice narration, text-to-speech options, high-contrast modes) to ensure equitable participation across different learner profiles.
6. **Parental and Community Involvement**
Some participants recommended the development of a parallel version or module aimed at parents and



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community members to help them better understand the media environment their children navigate, thus fostering intergenerational learning and digital resilience at home.

6. Results from the evaluation forms

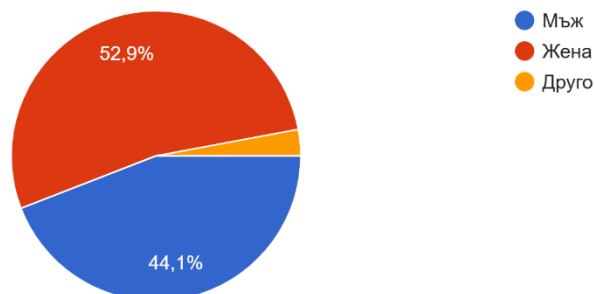
Following the conclusion of the event, all attendees were invited to share their impressions by completing an evaluation form distributed via email, using the contact information provided in the official attendance list. The questionnaire, created in Google Forms, aimed to assess the overall experience, the perceived relevance and effectiveness of the activities, and the impact of the *Media Masters* gameplay.

Over 33% of participants responded to the survey, providing valuable feedback. The results reflect an overwhelmingly positive reception, highlighting strong engagement with the event's content and appreciation for the interactive approach to media literacy education.

The following section outlines key highlights and insights drawn from the evaluation responses.

Изберете Вашия пол:

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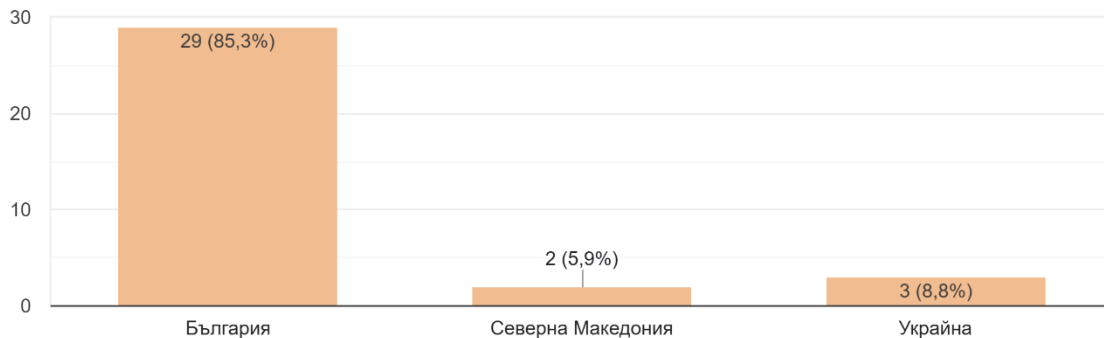
The demographic breakdown of the respondents shows a balanced gender representation among participants who completed the evaluation form. Out of a total of 34 responses:

- **52.9% identified as female (18 respondents)**
- **44.1% identified as male**
- **A small percentage (approximately 3%) selected "Other"**

This gender distribution reflects the inclusive nature of the event and offers a representative sample of the overall audience. The data highlights the diversity of perspectives contributing to the feedback, enriching the evaluation with varied insights.

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The responses to the evaluation form indicate a predominantly Bulgarian audience, with international representation that reflects the diverse academic environment at Sofia University:

- 85.3% of respondents (29 out of 34) identified Bulgaria as their country of origin
- 5.9% (2 respondents) were from North Macedonia
- 8.8% (3 respondents) were from Ukraine

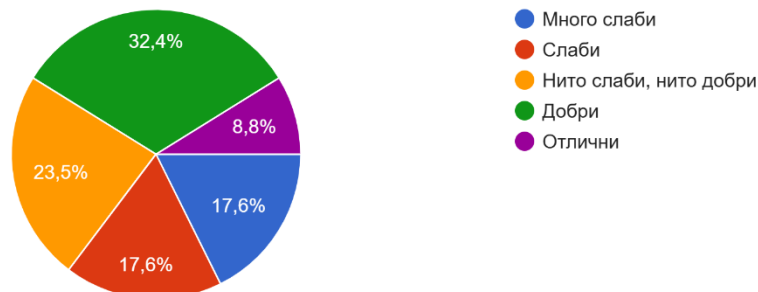
It is worth noting that the participants from North Macedonia and Ukraine are likely international students currently enrolled at Sofia University. Their inclusion highlights the cross-cultural reach of the Media Masters project and the relevance of media literacy themes across national borders.

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Как бихте оценили познанията си за медийната грамотност преди участието в събитието Media Masters?

34 отговора

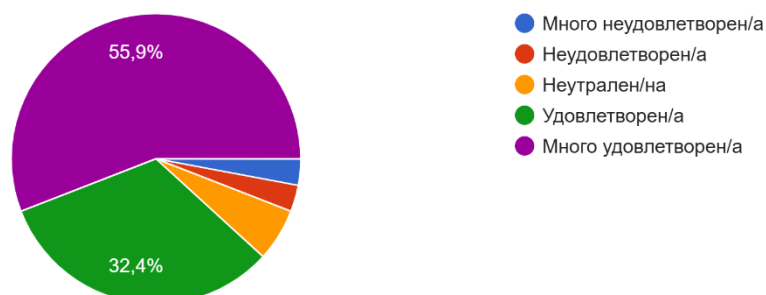


The questionnaire also reveals the self-assessed media literacy knowledge levels of participants before attending the Media Masters event. Out of 34 respondents, the majority rated their knowledge as either "Good" (32.4%) or "Neither Poor nor Good" (23.5%). This indicates that while a significant portion of participants felt confident in their media literacy skills, there was still a notable percentage (26.4%) who rated their knowledge as "Poor" or "Very Poor." Additionally, 17.6% of respondents considered their media literacy knowledge to be "Excellent."

This distribution suggests that the event attracted a diverse group of individuals with varying levels of media literacy. The presence of participants with lower self-assessed knowledge levels highlights the importance of such educational events in enhancing media literacy skills across different proficiency levels.

Моля, оценете общото си удовлетворение от съдържанието и знанията, придобити по време на събитието Media Masters:

34 отговора



The final question provides valuable insights into participants' overall satisfaction with the Media Masters event, complementing the initial analysis of their media



literacy knowledge levels before the event. This question complements the information provided in image 3.

The second chart indicates that the majority of participants were satisfied with the event, with 55.9% rating their satisfaction as "Very Satisfied" and 32.4% as "Satisfied." Only a small percentage were "Neutral" (5.9%), "Dissatisfied" (2.9%), or "Very Dissatisfied" (2.9%).

The high levels of satisfaction suggest that the event was effective in meeting the needs and expectations of participants, regardless of their initial knowledge levels. This implies that the content and knowledge gained during the event were valuable and well-received.

The fact that a significant portion of participants rated their initial knowledge as "Poor" or "Very Poor" and yet the overall satisfaction is high indicates that the event successfully addressed knowledge gaps and improved participants' media literacy skills.

It is important to note that the charts presented here do not encompass all the questions included in the evaluation form. The form contains a total of 13 questions, covering various aspects such as demographic information, self-assessment of media literacy knowledge, and overall satisfaction with the event. A comprehensive analysis of all responses will be provided as part of the results of the Media Masters project.

ISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	24.04.2025	Initial version