



DEPARTMENT OF JOURNALISM AND NEW MEDIA
FACULTY OF ARTS
CONSTANTINE THE PHILOSOPHER UNIVERSITY IN NITRA

MEDIG

2025

International Scientific Conference

OCTOBER 15, 2025

**MEDIA AND INFORMATION LITERACY
IN THE POST-FACTUAL ERA**



List of Papers



DEPARTMENT OF JOURNALISM AND NEW MEDIA
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MEDIG

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International Scientific Conference

OCTOBER 15, 2025

**MEDIA AND INFORMATION LITERACY
IN THE POST-FACTUAL ERA**

**Room
B-106**



DEPARTMENT OF JOURNALISM AND NEW MEDIA
FACULTY OF ARTS
CONSTANTINE THE PHILOSOPHER UNIVERSITY IN NITRA

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List of Papers

prof. PhDr. Dagmar Inštitorisová, DrSc.
Department of Journalism and New Media,
Faculty of Arts, Constantine the Philosopher University in Nitra

SCHEDULED TIME

10:30 a.m.

TITLE OF THE PAPER:

**EDUCATIONAL TEXTS ON MEDIA EDUCATION
ABOUT DRAMATIC ARTS (CRITICAL ANALYSIS)**

ABSTRACT:

The article is a critical look at the current state of teaching history and theory, especially of media, dramatic arts, and culture, in media education textbooks used in primary, secondary, and higher education. It is based on a critical terminological and content analysis of knowledge and information in various types of textbooks, methodologies, workbooks, etc.



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prof. Mgr. Miroslav Ballay, PhD.

**Section of Cultural Studies Institute of Cultural and Tourism
Management, Cultural Studies and Ethnology, Faculty of Arts,
Constantine the Philosopher University in Nitra**

SCHEDULED TIME

10:55 a.m.

TITLE OF THE PAPER:

**MORAL DILEMMAS IN CONTEMPORARY SLOVAK
THEATRE (INTERPRETATION OF SELECTED
THEATRICAL PRODUCTIONS)**

ABSTRACT:

The paper examines current trends in contemporary Slovak staging practice, with a particular focus on the domain of cultural memory. Special attention is devoted to reminiscences of the Holocaust in contemporary Slovak theatre, examined through interpretative probes into selected productions. The author concentrates on the relevance of these themes from the perspective of their applicability in the pedagogical process, especially by addressing the moral dilemmas articulated within them. By revitalising the dark accents of a shadowed past in theatrical works, the educational potential of theatre is strengthened, expanding modes of media literacy and educating through theatre, thereby contributing to the prevention of the harmful manifestations of growing extremism in our society.



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Mgr. Peter Ivanič, doc. Mgr. Ján Hacek, PhD.

Department of Journalism,

Faculty of Arts, Comenius University Bratislava and Media

Initiative The World Between the Lines

SCHEDULED TIME

11:20 a.m.

TITLE OF THE PAPER:

**QUANTITY VERSUS QUALITY: MEDIA PRACTICE AND ITS IMPACT
ON CRITICAL THINKING AND RESILIENCE TO MISINFORMATION**

ABSTRACT:

This study analyses the relationship between media practice and the ability to recognise and avoid spreading misinformation among journalism students in Slovakia. The initial intention was to empirically verify the hypothesis that experience of working in the media fosters critical thinking and reduces the likelihood of accepting false information. The study is based on data obtained from a questionnaire survey of 434 journalism and related field students from several Slovak universities. The results are based on a combination of quantitative and qualitative analyses: closed-ended questions provided measurable data on recognising disinformation narratives in relation to the respondents' media experience, and open-ended answers enabled a deeper analysis of critical thinking understanding. While no statistically significant relationship was found between media experience and the ability to resist disinformation, the qualitative analysis revealed an important theoretical concept. This part of our analysis also revealed a notable qualitative difference in the understanding of critical thinking. Students with media experience tend to approach critical thinking as a practical process, whereas those without experience tend to give more emphasis to logic or the evaluation of arguments in their definitions of critical thinking. Media experience thus creates a qualitatively different way of thinking, which is procedurally oriented and emphasises practical media literacy tools, such as fact-checking and verification of multiple sources. To expand on this theory, we conducted two focus groups with students who were either experienced or inexperienced in media practice. The focus group data have not yet been processed, but its analysis will be added to the full study, offering the possibility of subsequent quantitative testing of this theory. However, the results suggest that experience of the media does not automatically protect against disinformation, but is an important factor in developing a different type of critical thinking. This highlights the need for media literacy education to be combined with purposeful training that strengthens the ability to reflect on the process and to apply verification procedures effectively in practice.



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doc. PhDr. Monika Štrbová, PhD.

**Section of Cultural and Tourism Management,
Institute of Cultural and Tourism Management, Cultural
Studies and Ethnology, Faculty of Arts,
Constantine the Philosopher University in Nitra**

SCHEDULED TIME

11:45 a.m.

TITLE OF THE PAPER:

**CRITICAL THINKING AND INFORMATION AUTHENTICATION
AMONG YOUNG PEOPLE: A FOCUS GROUP ANALYSIS WITH
JOURNALISM STUDENTS**

ABSTRACT:

The article addresses the issue of critical thinking and information authentication among young people in the context of the contemporary media environment. Based on a focus group with journalism students, it analyzes the strategies respondents use when verifying the credibility of information and the role of factors such as family, social networks, and education. The results show that participants employ a combination of rational approaches (source verification, reliance on authorities and reputable media) and intuitive approaches (personal experience, skepticism, perception of tone). The analysis identified four basic authentication tests (certification, typical features, innocence, and presence) according to the theory of Bessy and Chateauraynaud (2015). The paper highlights the importance of genre frameworks in distinguishing between "good" and "bad" journalism and emphasizes the need for pedagogical strengthening of media literacy as a means of safeguarding democratic discourse.



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**MEDIA AND INFORMATION LITERACY
IN THE POST-FACTUAL ERA**

**Room
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Mgr. Veronika Peráčková

**Department of Mass Media Communication and Advertising,
Faculty of Arts, Constantine the Philosopher University in Nitra**

SCHEDULED TIME

1:30 p.m.

TITLE OF THE PAPER:

**CREATIVITY, CRITICAL THINKING AND ONLINE MEDIA LITERACY
AMONG STUDENTS OF CONSTANTINE THE PHILOSOPHER
UNIVERSITY IN NITRA**

ABSTRACT:

The presented study examines the relationship between creativity, critical thinking, rigidity of thinking, and online digital media literacy among university students at Constantine the Philosopher University in Nitra. The aim of the research is to verify the existence and strength of the relationships between the mentioned variables. Within the empirical investigation, the following questionnaire methods will be used: the Creativity Styles Questionnaire – Revised version by Kumar and Holman (CSQ-R) to measure creativity styles, the Critical Thinking Questionnaire by Kobylarek et al. (CThQ) to assess students' level of critical thinking, the Digital Online Media Literacy Assessment by Hallaq (DOMLA) to examine digital literacy, and the Breskin Rigidity Test (BRT) to measure cognitive flexibility. The results will be presented with regard to possible interconnections between the examined variables and their potential application in the educational process. The discussion will focus on implications for the development of critical thinking and media literacy in the context of university education.



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Mgr. Ingrid Baniatová, doc. Mgr. Erika Moravčíková, PhD.
Section of Cultural Studies, Institute of Cultural and Tourism
Management, Cultural Studies and Ethnology, Faculty of Arts,
Constantine the Philosopher University in Nitra

SCHEDULED TIME

1:55 p.m.

TITLE OF THE PAPER:

**DIGITAL MEDIA CULTURE AS A NEW MIRROR OF THE
"PROSTHETIC" SELF**

ABSTRACT:

In his work *Civilization and Its Discontents* (1930), Sigmund Freud presented the image of man as a "prosthetic god," who extends his natural abilities through technology. This concept proves to be remarkably timeless, as it gains new significance in the age of artificial intelligence (AI) and digital media. Today, technologies not only expand human capabilities but also actively co-create human identity, transforming Freud's metaphor of the "prosthetic god" into the form of an idealized digital existence. In the online environment, identities are born, shaped by AI algorithms and the societal pressure of constant self-presentation. These processes simultaneously raise questions of authenticity and highlight the need for critical reflection and self-reflection of the subject. This contribution argues that Sigmund Freud (1856–1939) should not be seen merely as a historical curiosity, as his theories can help us understand the contemporary transformations of subjectivity in the post-truth era and contribute to the development of critical thinking. In this context, Freud's psychoanalysis can serve as a productive tool for fostering critical thinking and media literacy, as it supports the ability to question idealized representations and uncover post-truth discourses. Deconstructing digital myths is now essential not only for navigating the complex information environment but also for protecting the authenticity of the human being. Freud's image of the "prosthetic god" remains a living interpretive framework even today, enabling us to understand the profound connections between technology, identity, and thought in the 21st century.



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Mgr. Marek Štosel, PhD.

**Department of Tourism, Faculty of Central European Studies,
Constantine the Philosopher University in Nitra**

SCHEDULED TIME

2:20 p.m.

TITLE OF THE PAPER:

**DEEPPFAKE: A MASTER OF DIGITAL ILLUSION OR A DISRUPTOR
OF OBJECTIVE REALITY?**

ABSTRACT:

The systems and mechanisms inherent to generative artificial intelligence have sparked a digital revolution in the field of marketing and marketing communication. Artificial intelligence has enabled marketing entities to create original communication outputs in the form of personalized campaigns, in which DeepFake plays a central role. This highly sophisticated generative AI tool is capable of constructing highly realistic yet inherently artificial content within a short period, utilizing text, images, videos, and audio. Due to its ability to convincingly manipulate multimedia content, DeepFake represents a significant factor in redefining traditional marketing communication concepts while opening new possibilities for content personalization. For this reason, the objective of this research study is to identify the intentions of marketing entities utilizing DeepFake technology in the creation of communication campaigns. Through a qualitative case study approach, we analyzed the positive aspects of the application and implementation of DeepFake in selected communication campaigns: "Malaria Must Die", "Deepfaked Dolph Lundgren", and "My Dear Slovaks". The research findings demonstrate that, despite the predominantly negative perception of DeepFake technology by the general public, its targeted use in marketing communication campaigns has yielded the opposite, positive effect. Recipients do not perceive this generative technology with disdain or disapproval in the context of its application in communication campaigns; rather, they regard it as an innovative and interactive element of marketing communication that has the potential to enhance interest in the given brand.



Mgr. Jana Comová

**Department of Mass Media Communication and Advertising,
Faculty of Arts, Constantine the Philosopher University in Nitra**

SCHEDULED TIME

3:00 p.m.

TITLE OF THE PAPER:

DEEPPAKES: FUN OR THREAT?

ABSTRACT:

Deepfake technologies represent a significant challenge in the contemporary digital era. They are multimedia outputs generated by artificial intelligence that can authentically imitate the visual and acoustic expressions of real individuals. Their creation is based on deep neural networks, particularly autoencoders and generative adversarial networks, which process extensive datasets, identify patterns, and subsequently reproduce them in new contexts. The aim of this paper is to provide an analytical overview of the technological principles, potential applications, and risks associated with deepfake content. The first part focuses on the process of content generation and the technological methods that enable its realistic form. Subsequently, beneficial applications are examined, especially in the audiovisual industry, education, medicine, and digital interactive environments. A separate section addresses the negative implications. The most serious risks include disinformation campaigns, violations of privacy through unauthorized content, financial fraud involving synthetic voice, as well as psychological and societal impacts leading to the erosion of trust in authentic media. The paper further explores methods for detecting manipulated content. Technological approaches aimed at identifying visual and acoustic inconsistencies are presented. Special attention is paid to media literacy and critical thinking, which constitute essential prerequisites for assessing the credibility of digital content. The concluding section highlights ethical and legislative implications, with particular emphasis on European initiatives mandating the labeling of AI-generated content and on technological mechanisms for verifying authenticity. The paper emphasizes that deepfake technologies possess considerable innovative potential, yet simultaneously pose increasing risks to information security and societal trust. Their further development, therefore, requires the coordination of technological innovations, legislative frameworks, and educational strategies.



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**MEDIA AND INFORMATION LITERACY
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DEPARTMENT OF JOURNALISM AND NEW MEDIA
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prof. Mgr. Norbert Vrabec, PhD.
Faculty of Mass Media Communication,
University of Ss. Cyril and Methodius in Trnava

SCHEDULED TIME

10:30 a.m.

TITLE OF THE PAPER:

**MEDIA AND INFORMATION LITERACY IN SCHOOL EDUCATION
PROGRAMS IN SLOVAKIA**

ABSTRACT:

The paper presents key findings from an extensive content analysis aimed at examining the current state of integrating media and information literacy, digital education, and critical thinking into the school education programs (SEPs) of grammar schools and secondary vocational schools in Slovakia. The research, carried out in 2025, analysed 163 school education programs from all eight self-governing regions with the aim of identifying common trends, strengths, and persistent shortcomings. The area of media and information literacy is lagging behind the most, and is the most neglected in SEP. If it is present, it is more of a formal cross-cutting topic without real content, methodological support, and real connections to the content of other subjects. Systematic work with media content, recognition of disinformation, and ethical aspects of digital communication are significantly underestimated or completely absent. In addition to assessing the state of affairs, the paper also offers specific recommendations for education policymakers, school leaders, and educators, which can serve as a basis for targeted interventions and systematic improvement of the quality of media and information literacy teaching.



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Mgr. Marcela Belianská, PhD., Doc. Mgr. Mária Stanková, PhD.
Department of Journalism,
Faculty of Arts, Comenius University in Bratislava

SCHEDULED TIME

10:55 a.m.

TITLE OF THE PAPER:

**I READ, THEREFORE I UNDERSTAND? ON THE RELATIONSHIP BETWEEN
MEDIA LITERACY AND INTERPRETIVE COMPETENCE**

ABSTRACT:

The present study examines reading, interpretation, and comprehension of media texts in an effort to answer the question of how media literacy relates to reading comprehension. It consists of two parts: the first offers a literary and critical review of selected scholarly works on the topic, while the second builds on this with an analysis of a sample of interpretive texts produced by journalism students. The aim is to define the relationship between media literacy and text interpretation, based on the thesis that individuals capable of interpreting various types of texts possess higher media literacy. To achieve this aim, the study employs methods of comparison and textual analysis, focused on the presence of specific variables linked to students' interpretive abilities. These abilities include identifying the main idea, distinguishing between facts and emotions, interpreting the text with regard to its genre, and evaluating its ethical dimension. The competencies revealed in the students' interpretations are analyzed primarily from a qualitative perspective, supplemented with quantitative analysis to illustrate the frequency of the examined phenomena.



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Mgr. Lucia Jesenská
Department of Journalism,
Faculty of Arts, Catholic University in Ružomberok

SCHEDULED TIME

11:20 a.m.

TITLE OF THE PAPER:

COMPARISON OF MEDIA EDUCATION IN FINLAND AND SLOVAKIA

ABSTRACT:

Media literacy is closely connected with digital and information literacy, and these competencies are considered basic skills for the 21st century. The issue of media literacy is highly topical, and its level is significantly determined by the level of media education. Media education, therefore, cannot be viewed solely as teaching about media. It should also include the practical development of skills, including critical thinking. The level of media literacy also significantly influences not only the ability of individuals to evaluate media content, but also the quality of public discourse, the stability of the democratic system, and the rule of law. This paper focuses on the comparison of media education in Finland and Slovakia. The reason for choosing these two countries is that Finland has long been considered a leader in media literacy and a stable education system. It is characterized by high trust in institutions, systematic support for critical thinking, and a well-designed education system. Slovakia, on the other hand, is one of the countries that lag behind in international measurements, faces an increase in disinformation, and struggles with low trust in public institutions and the media. The focus of the paper is an analysis of national education programs, supplemented by semi-structured interviews with experts from both countries. The results show significant differences – while Finland has long systematically integrated media education at all levels of the educational process, showing high resilience to disinformation as well as strong institutional trust, Slovakia struggles with fragmented implementation, low trust in institutions, and a high conspiracy index. There is a lack of flexibility in curricula, systematic support, and public discussion about the importance of media literacy. The paper points out that the key to developing media literacy is not just the presence of media education in curricula. The quality of teacher training and parent education is also important. It is also important to focus on the current challenges of the 21st century, which include the massive development of digital technologies. This development is so rapid that the response in the form of a new state education program focusing on primary schools is insufficient, and its implementation in practice is slow. Another important element is the social context, which includes society's trust in public institutions and the position of media literacy in society's value system.

The conference is organized by the Department of Journalism and New Media, Faculty of Arts, Constantine the Philosopher University in Nitra and funded by the EU NextGenerationEU through the Recovery and Resilience Plan of the Slovak Republic under the project No. 09I03-03-V04-00664 and by the KEGA project No. 017UKF-4/2024: 'Social Determinants of Critical Thinking and Their Reflection in the Innovation of Teaching Media Literacy at Universities'.



Mgr. Petra Polievková, PhD.
Department of Journalism,
Faculty of Arts, Catholic University in Ružomberok

SCHEDULED TIME

11:45 a.m.

TITLE OF THE PAPER:

**THE RELATIONSHIP OF AN ALTERNATIVE CONCEPT OF LIFE TO THE
PREFERENCE FOR ALTERNATIVE MEDIA AND MEDIA WITH POTENTIALLY
UNINTENTIONAL DISINFORMATION CONTENT**

ABSTRACT:

The term "alternative media" was initially defined semantically relatively clearly – it referred to media that offered a different, minority voice in opposition to the so-called mainstream media. However, this framework gradually began to be disrupted by the fact that many of the alternative platforms began to bring not only different information and opinions, but also content with elements of disinformation and conspiracy theories. The spread of these phenomena was primarily contributed to by the low regulation of the online space. One of the latest studies (Vrána-Adamus, 2025) shows that the level of conspiracy beliefs is significantly higher in Slovakia than in Poland and the Czech Republic, while the V4 countries as a whole achieve higher values than the states of Western Europe. In this context, the ambition of the text is to contribute to the academic and societal discussion on the need for a clear semantic and methodological definition of individual media content. Such a definition can help an individual navigate the multitude of media content and thus support their media literacy. The paper also points to the absence of interdisciplinary coordination and scientific consensus in the terminological distinction between the concepts of mainstream media, alternative media, alternative media with disinformation content, and disinformation media. The presented paper focuses in particular on examining the relationship between an alternative concept of life and the preference for alternative media, or media that are not defined as disinformation, but whose content often includes misleading or manipulative frames. Such sources represent a specific gray zone of the media environment; they cannot be clearly classified either as mainstream or as strictly disinformation media. Using indicators of alternative life concepts, we examine the relationship between alternative lifestyles and trust in alternative media, including those that carry disinformation elements. We describe factors that are related to trust in alternative media. The purpose of the text is to answer the question of whether there is a relationship between alternative life concepts and the preference for alternative media and media with (potentially unintentional) disinformation content.



Mgr. Katarína Vargová
Department of Journalism,
Faculty of Arts, Catholic University in Ružomberok

SCHEDULED TIME

1:30 p.m.

TITLE OF THE PAPER:

**AN ANALYSIS OF THE SOURCES BEHIND SLOVAKIA'S MOST READ MEDIA,
EMPHASIZING THEIR RELIANCE ON NEWS AGENCIES**

ABSTRACT:

While a few years ago journalists used agency reports as supplementary material when creating media content (e.g., in the background), today they are essentially forced, mainly due to lack of time, to publish the news immediately — without any further updates to the context or minimal editing, which also reduces the journalist's own contribution. Such mechanical copying of agency content, often using the routine ctrl+c and ctrl+v, a practice also known as churnalism, can lead to a kind of news homogeneity or uniformity in a small media market, mainly because most media outlets source articles from the same press agencies (in our case, TASR, SITA, and ČTK), resulting in identical content being produced on the market—readers feel that they are "reading the same thing" everywhere. Although Slovak media outlets generally cite the sources of their articles correctly and clearly, it is questionable to what extent readers are aware of the extent to which agencies are replacing the original work of journalists from specific media outlets. This article focuses on the issue of readers' media and information literacy in relation to identifying the origin of news texts and the ability to critically assess who is actually the author of the content. Using the constructed week method, the author analyzes the sources of media outputs from the most statistically read Slovak media (SME, HN, Nový čas), with particular emphasis on their agency origin.



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doc. PhDr. Anna Sámelová, PhD.
Department of Journalism,
Faculty of Arts, Comenius University in Bratislava

SCHEDULED TIME

1:55 p.m.

TITLE OF THE PAPER:

**PROFESSIONAL JOURNALISM WITHIN THE FRAMEWORK OF THE
DE-JOURNALISATION OF MEDIA CONTENT**

ABSTRACT:

This study examines a shift in how the suitability of professional journalism output for online publication is understood. The first quarter of the 21st century has confirmed a trend that was evident soon after the Internet's emergence: the disruptive potential of self-presentational publishing by institutional and individual web portals, blogs, and vlogs. These early online contents resembled journalistic works—text, audio, and visual—but, with their authentic and sometimes bizarre amateurishness, they exceeded any editorial standards of responsibility expected from journalists. This is precisely what drew media audiences to the new online environment. After three decades of coexistence between journalistic professionals and laypeople in a shared online space, conclusions can now be drawn. The rapid expansion of interpersonal and institutional communication on social networks has ultimately marginalised the original journalistic quality criteria and standards. De-journalisation now appears to have a stronger foothold in the online realm than traditional journalism. This theoretical study, situated at the intersection of media philosophy and media sociology, aims to clarify the nature and extent of the de-journalisation of editorial practices that have historically defined professional journalism as a socially responsible publishing activity for over a century.



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Mgr. Miroslav Frindt, doc. PhDr. Anna Sámelová, PhD.
Department of Journalism,
Faculty of Arts, Comenius University in Bratislava

SCHEDULED TIME

2:20 p.m.

TITLE OF THE PAPER:

**WHEN AN INFLUENCER SUPPLANTS THE NEWSROOM: A CASE STUDY OF
THE DE-JOURNALISATION OF EDITORIAL RESPONSIBILITY**

ABSTRACT:

The study focuses on the phenomenon of de-journalization of editorial responsibility in the television environment, where one can observe the weakening of traditional editorial control mechanisms and the gradual penetration of external influences, especially from social networks, influencers, and online discussions. This process is particularly noticeable in the area of raising topics in news and journalism formats, where professional editorial work is intertwined with the informationally risky online environment. In the Slovak media context, the problem is obvious: television stations, under pressure from economic and competitive factors, often emphasise topics that gain attention on social networks and are associated with people with significant reach and viewership. As a result, impulses raised outside the editorial structures are broadcast. Without objectivity, expertise, and ethical responsibility. This trend raises a fundamental question about the extent to which our understanding of editorial responsibility is changing and the consequences this shift has for the credibility and authority of television news and journalism. Methodologically, the research is based on a case study of a selected television program, which is analysed through qualitative content and discourse analysis. It is supplemented by a series of semi-structured interviews with television professionals, which will allow us to capture the internal logic of decision-making about content and the degree of individual responsibility towards the editorial office. The study aims to identify the mechanisms by which traditional editorial responsibility is weakened and transferred to individuals, and at the same time to assess the consequences of this process for professional standards and for the audience's perception of the media. The results contribute to the discussion on maintaining journalism quality in an environment where television increasingly adopts social network strategies. On a practical level, the study can serve as a basis for media managers, regulators, and educational institutions in finding ways to maintain the responsibility and transparency of television broadcasting in a changing media ecosystem.



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Mgr. et Mgr. Adam Solga, PhD.
Department of Journalism,
Faculty of Arts, Comenius University in Bratislava

SCHEDULED TIME

3:00 p.m.

TITLE OF THE PAPER:

**SELECTED ASPECTS OF MEDIA COVERAGE OF THE MURDER OF CHARLIE
KIRK IN SLOVAK MASS MEDIA**

ABSTRACT:

The murder of Charlie Kirk, an American conservative political activist, entrepreneur, and media personality, which occurred on September 10, 2025, attracted considerable media attention and, in the days that followed, became one of the most widely discussed topics on a global scale. Significant attention was also paid to this event by domestic mass media. Gradually, they presented new facts, interpretations of the tragic event, opinions, attitudes, and framing not only of its fatal outcome but also of Kirk's public engagement. The coverage included tagging of Kirk, reporting on public reactions, updates on the investigation, and information about the alleged perpetrator. While certain patterns can be observed even through casual media consumption, we argue that the media reflection of this event in domestic mass media warrants more rigorous examination from the perspective of mass communication studies. There are multiple angles from which this case could be approached as a subject of case study analysis. This paper focuses primarily on adherence to the principles of professional ethics, journalistic standards, and editorial responsibility in the creation and publication of selected journalistic outputs reflecting the aforementioned tragedy. Our analysis is grounded in the conviction that respect for human life, as well as the imperative to unequivocally condemn criminal acts against life, are fundamental values that must not be relativized—even in a post-factual era—on the basis of political affiliation, religious beliefs, or worldview.



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Mgr. Tatiana Turisová
Department of Journalism,
Faculty of Arts, Comenius University in Bratislava

SCHEDULED TIME

3:25 p.m.

TITLE OF THE PAPER:

**HISTORY AND TOOLS OF PROPAGANDA: THE CONTINUITY OF
MANIPULATIVE TECHNIQUES OF THE PAST IN CONTEMPORARY
IDEOLOGICAL MOVEMENTS**

ABSTRACT:

The thesis examines and describes current trends in manipulative techniques in media and online space, comparing these techniques and contents with those of the past. The study builds on the results of my previous research, while seeking to update and expand the findings, particularly in the field of contemporary methods of far-right propaganda. It is based on the assumption that, in addition to recurring strategies and themes, manipulation is often concealed—whether through indirect tools or in terms of the contextual affiliation of content with specific ideological currents. The outcome provides a summary of the current situation, highlights present threats, and offers historical context, thereby enabling a clearer orientation within the issue for future research.



Mgr. Michaela Žuk-Olszewska, Mgr. Veronika Peráčková
Department of Mass Media Communication and Advertising,
Faculty of Arts, Constantine the Philosopher University in Nitra

SCHEDULED TIME

3:50 p.m.

TITLE OF THE PAPER:

**THE RELATIONSHIP BETWEEN CRITICAL THINKING
AND BELIEF IN HOAXES**

ABSTRACT:

The aim of this paper was to determine the existence and strength of the relationship between critical thinking and the tendency to believe in conspiracy theories in Slovakia, in the context of university students of media and communication studies. The research sample consisted of first-year students of the Marketing Communication and Advertising program at Constantine the Philosopher University in Nitra, who were invited to participate in the research during the months of September and October 2025. For data collection, the CThQ (Critical Thinking Questionnaire; Kobylarek, Błaszczński, Ślósarz, Madej, 2022) and the CMQ (Conspiracy Mentality Questionnaire; Bruder, Haffke, Neave, Nouripanah, Imhoff, 2013) were used, both of which were validated in the Slovak context by Peráčková and Žuk-Olszewska, 2025. The results reflect the identified relationships and their levels between the two examined variables.



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**MEDIA AND INFORMATION LITERACY
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Ks. dr hab. Sławomir Soczyński SDS, prof. UPJPII, Dr. Anna Teler
Faculty of Communication Sciences, The Pontifical University of John Paul II in Kraków

SCHEDULED TIME

10:30 a.m.

TITLE OF THE PAPER:

DEEPPAKES AS AN ETHICAL CHALLENGE TO TRUTH AND TRUST IN DIGITAL MEDIA (THE HEADLINES ANALYSIS IN AXIOLOGICAL CONTEXT)

ABSTRACT:

In the post-truth era, deepfake technologies represent one of the most pressing ethical challenges to digital media. By blurring the boundaries between authentic and fabricated content, they undermine both the credibility of information and public trust in media communication. An analysis of headlines from three major American technology web portals was conducted for the period 2010–2025 (until September 30, 2025). Headlines mentioning deepfakes were collected from online archives. The research material verified the presence of the words "truth" and "trust" and analyzed the presence of an axiological context. The most common thematic context for mentioning deepfakes in headlines was also determined. Selected results and key findings will be presented. This presentation examines the ethical implications of deepfakes with a focus on their impact on critical thinking, media literacy, and democratic discourse. It argues that fostering ethical awareness and strengthening media and information literacy are essential to counteracting the erosion of truth and trust in contemporary digital environments.



Dr. Lucas Bragança, Anna Julia Teixeira de Oliveira
Laboratory of Internet and Data Science (Labic),
Federal University of Espírito Santo (Brazil)

SCHEDULED TIME

10:55 a.m.

TITLE OF THE PAPER:

**AFFECTIVE COMMUNICATION AND MEDIA LITERACY IN THE
POST-FACTUAL ERA: LESSONS FROM BRAZIL'S PRO-VACCINE CAMPAIGNS**

ABSTRACT:

This paper examines digital activism as a form of media and information literacy (MIL) in the post-factual era, focusing on the Brazilian context during the COVID-19 pandemic. The study analyzes pro-vaccination campaigns disseminated on Facebook and Instagram in 2021, exploring how social media functioned as informal arenas of education, trust-building, and civic engagement. Methodologically, the research combines semantic network analysis with qualitative discourse interpretation, using datasets of posts and hashtags such as #VacinaSim and #VacinaParaTodos. Findings demonstrate that campaigns were most effective when they articulated scientific credibility with affective and culturally situated communication. Influencers, grassroots collectives, and health institutions acted as mediators, translating biomedical knowledge into accessible formats that fostered empathy, solidarity, and critical reflection. Short videos, memes, and personal testimonies proved especially impactful, countering disinformation not only through facts but also by reshaping symbolic and emotional repertoires. The comparison between Instagram and Facebook reveals distinct communicational ecologies: Instagram promoted cohesive symbolic fields anchored in trust and care, while Facebook reflected a more fragmented and politically contested discursive environment. These differences highlight the role of platform architectures in shaping public deliberation and the circulation of health-related knowledge. We argue that digital activism in pro-vaccine campaigns can be understood as a practical exercise of MIL, strengthening collective resilience against disinformation. By combining affect, participation, and cultural legitimacy, these initiatives illustrate how media literacy is enacted from below, reinforcing democratic discourse in the face of post-truth challenges.



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Dr. Énekes András Előd

**Department of Communication and Media Studies,
Faculty of Arts, University of Debrecen**

SCHEDULED TIME

11:20 a.m.

TITLE OF THE PAPER:

**ECHOES AND RECORDS – THE DECLINE OF MUSIC WRITING AND CRITICISM
IN HUNGARY**

ABSTRACT:

Since the early 2000s, and especially from the late 2010s, digital-native news platforms and online magazines have become the dominant arenas of journalistic discourse. According to Tamás Tófalvy, the critical and alarmist responses to recent shifts in the media landscape reflect a recurring historical pattern. Within this framework, technological innovation is frequently framed as a threat to journalistic credibility, professional standards, and the relationship between media institutions and their audiences. Music journalism – particularly music criticism – has proven to be one of the most sensitive and symbolic fields for such anxieties, as both music consumption and journalism underwent platform-driven transformations. While international outlets like Pitchfork or NME responded to these changes with shortened formats, the situation in Hungary followed a more radical trajectory. Traditional music criticism has almost entirely disappeared from mainstream media, driven by a combination of structural, economic, and cultural factors. Streaming platforms have shifted the focus from albums to tracks and playlists, reducing the relevance of longer LP reviews. Simultaneously, user-generated content – enthusiast blogs, vlogs, and podcasts – has fragmented the critical landscape. This case study focuses on the decline of popular music criticism within the Hungarian context. It examines key reasons behind this erosion: the dominance of literature-inspired critical language in Hungarian, funding challenges in digital media, and the broader change in audience expectations (visual storytelling and artist-centric narratives, for example). Finally, the paper explores how platforms such as 'Recorder' and the now-defunct 'Quart' and 'Stenk' attempted to preserve the legacy of professional music writing, even as structural conditions became increasingly unsustainable. The aim is to situate the Hungarian case within broader global trends, while also highlighting its unique media-cultural dynamics.



Simon Smith, M.A., Ph.D.

**Department of Sociology, Institute of Sociological Studies,
Faculty of Social Sciences, Charles University in Prague**

SCHEDULED TIME

11:45 a.m.

TITLE OF THE PAPER:

**'THAT'S NOT JOURNALISM'. AUTHENTICITY TESTING AND GENERIC
BOUNDARY WORK IN A GROUP EXERCISE IN CRITICAL MEDIA RECEPTION**

ABSTRACT:

This paper presents a discourse analysis of a focus group discussion with journalism students from a Slovak university on the topics of critical thinking, media literacy, and disinformation. The analysis covers a section of the focus group that constituted a group exercise in critical media reception. It shows how participants, when presented with sample media texts on controversial themes (without knowing the source) and prompted to react to them, mobilised generic skills to test the information they were reading or viewing. Drawing on rhetorical genre studies and post-structuralist literary approaches of genre, the paper describes participants' strategies for distinguishing 'real' from 'fake' news, or good journalism from bad. It shows how the authenticity tests they performed, individually and collectively, usually began from authentication by evidence, but often extended to authentication by presence (Bessy & Chateauraynaud, 2015). In other words, they invoked standardised conventions for certifying the quality of information, but relied on personal experience and intuition, too. These tests helped them make inferences about rhetorical situations — about what texts are supposed to 'do' to, for or with their recipients, and how socially recognisable these exigences are (Miller 1984). The analysis implies that the 'post-factual' problems afflicting media consumption today may have as much to do with authenticity and authentication (a generic problem) as with difficulties of distinguishing true from false (an empirical problem). Participants used genre relationally to valorise or devalorise the texts they encountered, using like-statements and not-statements (Freadman 1994). They became particularly incensed when they recognised generic fakes: texts that are like the real thing, but which they qualified as not authentic due to infractions of generic norms (regardless of whether the facts were true). For example, these journalism students condemned as counterfeit texts that trick consumers into a pattern of uptake associated with news, when they perform rhetorical moves associated with a polemical opinion genre. They associated this kind of fakeness with a danger that media consumers could take up texts in ways that serve social purposes they would not consent to in a more legible rhetorical situation.



Prof. Giacomo Buoncompagni

**Department of Political Science, Communication and International
Relations, University of Macerata, Italy**

SCHEDULED TIME

1:30 p.m.

TITLE OF THE PAPER:

**AESTHETICS, IDENTITY AND PERFORMANCE OF ITALIAN TV
CORRESPONDENTS IN TRANSNATIONAL DIGITAL CONTEXTS**

ABSTRACT:

This paper investigates how Italian television journalists, working as foreign correspondents, construct and negotiate their professional identity through aesthetic, linguistic, and performative practices across television and digital platforms. Drawing on Meyrowitz's concept of "intermediate situations" (1985), which describes the blurring of frontstage and backstage in the electronic media age, the study conceptualizes correspondents as occupying a liminal position between visibility and vulnerability, national professional codes and local cultural adaptation, institutional authority and personal performance. Methodologically, the research combines 16 biographical interviews with Italian TV journalists who have undertaken foreign assignments of at least two weeks in the past decade with an analysis of their public social media profiles (Instagram, Twitter/X, Facebook). Conducted between May and July 2025, the interviews were examined through a thematic-narrative approach (Riessman, 2008), enabling the reconstruction of career trajectories, communicative styles, and aesthetic choices, as well as strategies of managing visibility in hybrid media environments. Findings reveal that correspondents attribute increasing importance to corporeal and aesthetic dimensions of journalism. Clothing, posture, gaze, and vocal tone are perceived as crucial markers of credibility and authority (Goffman, 1959; Chouliaraki, 2013). On social media, these codes intersect with logics of self-branding (Marwick, 2013; Usher, 2021), producing a curated identity that balances formal professionalism with informal, behind-the-scenes narration. This dual exposure—on television and digital platforms—forces journalists to continuously calibrate their image between personal authenticity, professional ethos, and audience expectations. Three dynamics stand out: (1) aesthetic and linguistic adaptations to host contexts; (2) tensions between newsroom standards and personal representation; (3) the use of social media as a space for proximity, authority, and symbolic legitimation. These findings suggest that the correspondent is no longer merely a transmitter of news but a performative actor embodying a multiple and negotiated identity. This transformation raises critical questions about the risks of spectacularization in television journalism and the ethical challenges of increasing mediatization of journalistic roles.



Dr. Elastus Mambwe
Department of Media and Communication Studies,
University of Zambia

SCHEDULED TIME

1:55 p.m.

TITLE OF THE PAPER:

**#NEWS #FYP: EXAMINING THE GROWING NEED FOR MEDIA AND
INFORMATION LITERACY AMIDST GROWING INFLUENCER CULTURE IN
ZAMBIA**

ABSTRACT:

Journalism has always been known to be a practice that shapes the public's agenda, as professionals determine what audiences consume. However, rapid digital evolution has significantly altered how news and information are produced, disseminated, and consumed, and the journalist is no longer the only voice influencing the public agenda. Social media influencers have emerged, and their lack of accountability has made them susceptible to spreading misinformation or failing to act responsibly with news and information, as agenda setters. This paper discusses the growing need for Media and Information Literacy (MIL) in Zambia against a backdrop of the diminishing role of journalism and the rapid rise of social media influencers as news and opinion leaders in the digital media space. Drawing from a review of emerging scholarship on this phenomenon and in-depth interviews with journalists, media associations, academics, and MIL practitioners and advocates, this paper maps how digital platforms are changing how information flows and how audiences receive and understand this information. The paper makes a case for an extensive and impactful MIL strategy whose goal would be to develop audience competencies as they consume more news and information. This study relies mainly on agenda-setting theory, which explains how traditional media set the public agenda as producers of news and information. Now that influencers have gained the power of agenda-setting through their platforms. The second theoretical positioning of the paper is from social influence theory, which highlights the psychological mechanisms that influence beliefs and behaviors. It helps explain how influencers can shape narratives and the public agenda on digital platforms. Some of the key research questions of the paper include: how have social media influences altered the way Zambians access and engage with traditional journalism? How do stakeholders perceive the credibility of the influencer-driven content? And lastly, in what ways can influencer content affect public perceptions of an issue? Ultimately, another goal of the paper is to understand and appreciate the ethical guidelines and accountability mechanisms stakeholders recommend for best navigating this new status quo.



Daniele Battista PhD, Arthur Amadeus Salvatore Gugliucciello
University of Salerno

SCHEDULED TIME

2:20 p.m.

TITLE OF THE PAPER:

**FAKE POLITICS AND THE NEW ALGORITHMIC ARCHITECTURE OF
CONSENSUS**

ABSTRACT:

Political communication in the 21st century takes place within a media ecosystem characterized by the decline of traditional journalism, the disintermediation of information, and the pervasive integration of advanced digital technologies. Artificial intelligence (AI) plays a crucial role in reshaping the relationship between politics, media, and citizens. Machine learning tools and big data analytics make it possible to collect, profile, and segment the electorate with increasing precision, enabling micro-targeting strategies that personalize messages and maximize persuasive impact. At the same time, phenomena such as deepfakes, bots, and automated disinformation campaigns undermine the integrity of public debate and trust in democratic institutions. In this context, the "watchdog" function of the media is being progressively weakened, as noted by scholars such as Castells (2009) and Papacharissi (2010), resulting in a fragmented and polarized public sphere. Jürgen Habermas's (2006) reflections on the public sphere are strikingly relevant today, highlighting the need for transparent spaces for deliberation that can resist algorithmic manipulation. It is therefore urgent to develop ethical guidelines, transparency standards, and digital literacy initiatives to ensure that technological innovation supports rather than threatens democratic quality. This paper aims to analyze the political, ethical, and social implications of AI use in political communication, highlighting both the risks and potential of a media environment in which speed and personalization of information flows risk prevailing over verification, plurality, and source reliability.



prof. Abderrahim Chalfaouat

Faculty of Theology, Cardinal Stefan Wyszyński University in Warsaw

SCHEDULED TIME

3:00 p.m.

TITLE OF THE PAPER:

DISINFORMATION AS FOREIGN POLICY: RAMIFICATIONS OF POST-TRUTH TRUMPISM IN THE MENA REGION AND BEYOND

ABSTRACT:

US President Donald Trump has been characterised by practices that disrupt political norms and dissociate with diplomatic affinities. This has cast much doubt in world politics, as hard and soft power tactics serve the same end of promoting US interests. Part of it is reliance on disinformation as a foreign policy strategy to maintain influence, disturb adversaries, and shape narratives in the Middle East and North Africa (MENA), adding uncertainty, fury, and inconsistency to the already complex information disorder in the region. In times of turbulence and war, the media are expected to fact-check news and cover ongoing developments with the ethics of care. However, Trumpism's content, which news channels report heavily, dissuades the public, deals with civilians as part of the war, and weaponizes the media to instigate fear and chaos, aggravated by the fact that Trump is a media figure who owns and is surrounded by owners of mighty social media platforms. Against this backdrop, this study examines how the US president's disinformation strategies address the MENA region to communicate the US foreign policies. The study investigates how Trumpism showcases insincerity and attempts at concept manipulation in the region. By exploring the intersections between Trumpism, media, and foreign policy, the paper aims to pinpoint the ramifications and disruptions in US foreign policies today. A critical discourse analysis of four case studies is conducted, namely the US president's visit to the Gulf States, US sanctions on the International Criminal Court, the Israel-Iran 12-day war, and the Israeli attack on Qatar. The case studies involve MENA and global media, including online content, focusing on the ways in which Trumpism's post-truth discourse strategies are utilised and the geopolitical impact on both US local and global allies or client states and adversaries. The paper provides insights into how Trump's inflammatory disinformation, nonchalance, and insincerity risk upsetting local and global client states, provide a platform of legitimacy for local and global adversaries, jeopardise US interests in the long run, and may enhance the ongoing reconfiguration of world alliances.



prof. Oleksandr Kholod

**Department of Political Science and Journalism of the Educational
and Scientific Institute of Psychology and Social Sciences of the
Interregional Academy of Personnel Management, Kyiv, Ukraine**

SCHEDULED TIME

3:25 p.m.

TITLE OF THE PAPER:

**THE IMPACT OF SOCIAL PRECONDITIONS OF CRITICAL THINKING
ON INNOVATIONS IN MEDIA LITERACY TEACHING**

ABSTRACT:

Students must understand that the social preconditions of critical thinking directly influence innovations in media literacy education, as they shape the ability to analyse modern information flows and resist manipulation. Firstly, the environment in which a student grows up and learns determines their basic critical thinking skills. For example, in Ukraine, the need for these skills is increasing due to the rapid flow of information and challenges posed by fakes, especially during military aggression (Міністерство освіти і науки України, 2023). Social conditions such as family, university, and online communities either promote or hinder these processes. Universities focused on innovative methods are incorporating active discussions, project-based activities, and media content analysis into their curricula, helping students not just consume information but also critically understand it (Освітній портал «Медіаграмотність», 2024). Secondly, real examples of innovation in teaching media literacy include creating multimedia projects, videos, blogs, or debates on cases of modern media deception. In educational settings, students analyse myths about famous people, evaluate information sources for reliability and authority, and then produce their own media content reflecting a critical approach to the material (Міністерство освіти і науки України, 2023). For instance, within the "Media Literacy Mission" project by IREX, students and adults acquire practical skills in fact-checking and learn how to identify fakes and manipulations (IREX Ukraine, 2024). Interactive technologies are also widely employed to enhance media literacy – virtual discussions, fishbone analysis, teamwork – which foster collective understanding and stimulate creative thinking (Освітній портал «Медіаграмотність», 2024; Фоменко, 2023). These methods consider the social and cultural context of students' lives, making learning both practical and relevant. In conclusion, the impact of social preconditions on critical thinking in student environments drives innovative approaches in media literacy education, helping to cultivate an open-minded, knowledgeable, and active generation capable of critically interpreting information in a digital media landscape.



Dr. Mateusz Kot

Faculty of Theology, Cardinal Stefan Wyszyński University in Warsaw

SCHEDULED TIME

3:50 p.m.

TITLE OF THE PAPER:

**THE ROLE OF SCIENCE AND ACADEMIC INSTITUTIONS
IN STRATEGY GAMES**

ABSTRACT:

This paper explores the representation of science, scientists, and academic institutions in strategy games. The focus is on how these elements are integrated into game mechanics and narrative structures, shaping both the player's experience and the broader cultural meaning of science in popular media. The study applies a hybrid methodology that combines functional analysis with a visual-narrative perspective. It considers not only the roles that institutions and characters play within the mechanics of the game but also the ways in which they are visually depicted and narratively framed. A categorization of their functions will be introduced to structure the findings. Preliminary observations suggest that science is frequently presented as a resource or mechanism that enables technological advancement, social development, or strategic advantage. At the same time, scientists and institutions often appear as narrative symbols of progress and authority. These patterns indicate that strategy games contribute to shaping simplified but culturally significant representations of knowledge and academic life.



Abigel Kiss (PhD. student)
Eötvös Loránd University in Budapest

SCHEDULED TIME

4:15 p.m.

TITLE OF THE PAPER:

TEACHING DEMOCRACY THROUGH FILM AND MEDIA ANALYSIS

ABSTRACT:

Political literacy - which defines the knowledge of political processes, democratic attitudes, and the ability to participate in democratic decision-making and discursive processes - is essential for shaping future generations. To help students make informed and valuable decisions for their communities later in life, we should consider using political literacy more during their school years. Approaches to teaching democracy differ internationally. In Hungary, the National Core Curriculum (NAT) assigns this responsibility to history teachers, who cover it during civics lessons. The main issue here is that many teachers lack sufficient preparation to engage students, and they often use the period as an extension of history class. Another issue arises when the teacher chooses to teach political definitions only with historical examples, with dry factual knowledge. Our main goal during these lessons should be to raise our students' interest in the topic. As I see it, this could be perfectly done with the help of introducing blockbusters as an example. Why blockbusters? Because, for one, they are very popular among teenagers. Thanks to the technical changes in moviemaking throughout the centuries, they can capture the younger generation's attention span. Furthermore, with the stereotypical characters, the message of the movies can be easily decrypted even for those students who find it harder to identify the coherence between two pieces of information. This paper argues that educators can use dynamic strategies, such as analysing blockbusters, to teach core concepts of democracy in engaging ways. Using *Captain America: Civil War* (2016) as a case study, I show how the film depicts debates about individual rights. I then present a lesson plan with specific examples of Marvel films used in class. The central aim is to demonstrate how Marvel movies can be integrated into teaching democratic principles, attitudes, and knowledge.



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International Scientific Conference

OCTOBER 15, 2025

**MEDIA AND INFORMATION LITERACY
IN THE POST-FACTUAL ERA**

**Room
B-132**



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**PhDr. Tereza Klabíková Rábová, Mgr. Ing. David Klimeš, Ph.D.,
Mgr. Barbora Štěpánová**

**Department of Marketing Communication and PR, Department of
Journalism, Institute of Communication Studies and Journalism,
Faculty of Social Sciences, Charles University in Prague**

SCHEDULED TIME

10:30 a.m.

TITLE OF THE PAPER:

**INSTITUTIONAL PUBLIC COMMUNICATION: INFORMATIONAL
CREDIBILITY OR EMOTIONAL POLARIZATION?**

ABSTRACT:

Driven by both technological and societal changes, media communication, as well as the communication of political actors, is undergoing a profound transformation. Equally, institutional communication directed at the public is being reshaped. Government institutions across Europe are facing a substantial decline in public trust (Edelman Trust Barometer 2024). This erosion of trust simultaneously undermines the credibility of official information disseminated through the media and fosters a shift of audiences toward alternative sources (Bennett & Livingston, 2018). The Covid-19 crisis clearly demonstrated, however, the crucial importance of reliable institutional public communication. In this polarized digital environment, adaptation is required not only from journalism but also from institutional communicators. For the latter, new challenges emerge: responding to sentiment circulating on social media (Wahl-Jorgensen 2018), stabilizing the relationship between political messaging and the institution it represents, and maintaining communication channels with sufficient reach. This study builds on the conceptual framework of communication performance (Pallas & Svensson, 2016), which differentiates between distinct objectives of communicative activity. It is virtually impossible to pursue both long-term and short-term performance simultaneously without creating contradictions. Likewise, one cannot effectively aim to reinforce institutional status and legitimacy through rational argumentation while at the same time seeking popularity and visibility through emotional polarization. Using the example of selected Czech institutions—the Czech Army, the Security Information Service, and several ministries—we analyze this tension and its implications for public understanding. The coexistence of rational and affective strategies generates ambiguity that confuses audiences and undermines confidence in communication practices. The study concludes by outlining key preconditions for stable and effective institutional public communication. These include a careful balancing of rational and affective dimensions, a clear articulation of institutional credibility, and the cultivation of communication strategies that resist polarization while sustaining relevance.



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PhDr. Jan Křeček, PhD.

Department of Media Studies, Institute of Communication Studies
and Journalism, Faculty of Social Sciences,
Charles University in Prague

SCHEDULED TIME

11:20 a.m.

TITLE OF THE PAPER:

**POLITICAL COMMUNICATION AND ARTIFICIAL INTELLIGENCE: MORE
PROBLEMS THAN SOLUTIONS?**

ABSTRACT:

This paper examines the ethical challenges of employing artificial intelligence in the media, with a particular focus on issues of transparency, accountability, and data bias. It further explores the implications for journalistic professional identity, including the boundaries between human and machine roles as well as questions of employment. In addition, the study considers practical applications such as automated text generation, fact-checking, and content personalization. The analysis synthesizes recent academic reflections on these themes and situates them within the current public debate in the Czech media landscape, highlighting ongoing developments in regulation and self-regulation among Czech media organizations.



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PhDr. Jan Křovák

**Department of Marketing Communication and PR, Institute of
Communication Studies and Journalism, Faculty of Social Sciences,
Charles University in Prague**

SCHEDULED TIME

11:45 a.m.

TITLE OF THE PAPER:

**"IT DEPENDS ON THE ELECTIONS' RESULT." SHIFTING ROLE OF
JOURNALISM IN EARLY-CAREER CZECH JOURNALISTS' PERSPECTIVE**

ABSTRACT:

This paper examines how 55 early-career Czech journalists (aged 20-33) perceive the evolving role of journalism and their interactions with political actors in a rapidly changing media landscape. Using data from a questionnaire survey, the study situates their perspectives within a broader trajectory in which journalism has historically shifted from a lapdog position, closely tied to political power, to a watchdog role oriented toward public accountability. Simultaneously, the relationship between politicians and journalists grew increasingly colder (Blumler & Kavanaugh, 1999; Sorensen, 2024). Respondents largely affirm this watchdog function as central to the profession's democratic mission, yet also recognize its increasing vulnerability. They identify two primary challenges: the rise of infotainment logics that erode journalistic authority, and the growing reliance of political actors on social media platforms that allow them to bypass traditional media altogether. Journalists report that relations with politicians have grown markedly colder, with access becoming more restricted and interactions often fraught with tension, especially when dealing with populist figures. In the Czech context, this trend is intensified by the prominence of populist leaders such as Andrej Babiš and Tomio Okamura, who strategically employ direct communication and anti-media rhetoric to marginalize critical journalism. The findings reveal a paradox at the heart of contemporary journalism: while the watchdog ideal remains deeply embedded in professional identity, its effectiveness is undermined by structural transformations in media and politics. This study highlights the dilemmas faced by a new generation of journalists as they navigate an environment where their democratic role is both affirmed and increasingly contested.



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Mgr. Jan Novotný

Institute of Communication Studies and Journalism, Faculty of Social Sciences, Charles University in Prague

SCHEDULED TIME

1:30 p.m.

TITLE OF THE PAPER:

DEFORMALIZATION OF VISUAL LANGUAGE IN DIGITAL JOURNALISM

ABSTRACT:

Visual strategies that use elements of informal communication are becoming increasingly common in digital journalism. The aesthetics of screenshots, distinctive graphic markers, deliberate errors, emoticons, and other elements more typical of informal and interpersonal communication are appearing. These are remediation (Bolter & Grusin, 1999) devices that create an impression of authenticity, urgency, and closeness to the audience because they mimic the visual language that users themselves communicate in everyday digital interaction. The study applies existing definitions of linguistic informality to the visual mode, showing how principles commonly associated with informal speech are transformed into the visual realm. The research combines the fields of visual semiotics, linguistics, and journalism studies. In the context of media studies, this perspective is particularly valuable, as the visual dimension and graphic design are often overlooked in favor of the linguistic or content aspects of communication, even though they play a fundamental role in shaping the meaning and impact of journalistic content. The article presents the results of a visual analysis of selected Instagram and TikTok accounts with news content that systematically use such informal visual elements. It shows that although this strategy is typical for individual journalists and journalistic influencers, formal media institutions, including so-called "legacy" media, do not shy away from it either. The analysis further identifies individual tools of visual informality using the concept of experiential semantic potential (Johannessen et al., 2021; Kress & van Leeuwen, 2002). This framework allows visual means to be understood as representations of actual communicative acts, such as sending text messages, sharing, interacting with posts on social networks, and the like. However, the use of staged informality raises ethical questions. To what extent is it acceptable for the media to use strategies that evoke authenticity if they can also be manipulative and undermine trust in professional journalism? The study argues that the rise of informal visual communication in journalism can be understood as a symptom of a broader decline in traditional journalistic standards in the digital environment, where the boundaries between professional and user-generated content are increasingly blurred. While these practices may increase the attractiveness and impact of content, they also undermine traditional standards of journalistic visibility, which for decades have been associated with neutrality, professionalism, and graphic formality. Last but not least, visual informality must also be seen as a challenge to rethink the technological and ethical limits of visual communication in the era of the post-factual media landscape.



Mgr. Lucie Petáková, DBA
Metropolitan University Prague

SCHEDULED TIME

1:55 p.m.

TITLE OF THE PAPER:

THE REVOLT GROUP AND MAGAZINE V BOJ (IN BATTLE)

ABSTRACT:

The illegal magazine V boj (In the Struggle, 1939–1941) was one of the most important publications of the Czech domestic resistance during the Nazi occupation. It was published by a resistance group of the same name, composed of former legionnaires, journalists, writers, officers, and artists. It can therefore be said that a group of like-minded individuals united by the need for anti-fascist resistance participated in the preparation of this magazine. The study analyzes the circumstances surrounding the formation and development of the V boj group, its organizational structure and ideological background, as well as the process of publishing the magazine, its frequency, content, language, and genre characteristics. Attention is also paid to distribution methods and the involvement of a wide network of collaborators, including railway workers and female couriers. The work of the railway workers can be linked to the journalist and resistance fighter Otakar Wünsche, editor-in-chief of the magazine *Železniční listy* (Railway Letters). Antonín Mádl, a scout, journalist, and director of the Melantrich printing house, also participated in the publication of the magazine V boj. For his activities, he was sentenced by a Berlin court to many years in a war prison. The article also compares the magazine V boj with other illegal publications, in particular *Český kurýr* and *Rudé právo*, and points out the differences in their ideological foundations and style. It provides a detailed analysis of the Gestapo's approach to uncovering and liquidating the V boj group, including the infiltration of informants and extensive repression, which led to the execution of many of its members, such as Irena Bernášková, Vojtěch Preissig, and Josef Škalda. The final section focuses on post-war reflections on the group's activities and its image in Czech historiography, which was distorted after 1948 by the Communist interpretation of the resistance. Modern research after 1989 rehabilitated the legacy of V boj and commemorated it as a significant phenomenon of Czech anti-Nazi resistance and as evidence of the extraordinary role of illegal journalism in extreme conditions.



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Mgr. Anna Hurajová, PhD.
Faculty of Mass Media Communication,
St. Cyril and Methodius University in Trnava

SCHEDULED TIME

2:20 p.m.

TITLE OF THE PAPER:

**PROMOTING MEDIA LITERACY AND DEVELOPING CRITICAL
THINKING: EXPLORING UNIVERSITY STUDENTS ATTITUDES**

ABSTRACT:

The study focuses on the perceptions and attitudes of first-year marketing students toward a university course on critical thinking and argumentation, taught at the Faculty of Mass Media Communication at the University of Ss. Cyril and Methodius in Trnava. The aim of the research was to examine their prior knowledge in the field of media literacy, the impact of the course on the development of analytical skills, and students' subjective evaluation of its benefits. The research tool was a qualitatively oriented questionnaire completed by 18 respondents. The findings showed that prior to the course, students had limited awareness of cognitive biases, source verification, or the identification of manipulative techniques in media. After completing the course, however, they reported improved ability to recognize misinformation, analyze media content from multiple perspectives, and use verification tools more deliberately. Many students also appreciated the practical application of various tools supporting the development of critical thinking, although they acknowledged challenges in applying these skills consistently in everyday situations. Despite the study's limitations, the results indicate the potential of targeted instruction in critical thinking at the university level. Such education can significantly contribute to the development of media literacy and enhance students' ability to navigate today's information-saturated digital environment.



PhDr. et Mgr. Renáta Cenková, PhD., MBA

**Department of Slovak Studies, Slavic Philology and Communication,
Faculty of Arts, Pavol Jozef Šafárik University in Košice**

SCHEDULED TIME

3:00 p.m.

TITLE OF THE PAPER:

**THE RELATIONSHIP BETWEEN FORM AND CONTENT IN THE
POST-FACTUAL AGE**

ABSTRACT:

The post-factual era brings new challenges in the processing and interpretation of information. At the same time, it is a period in which one can identify a disbalance between two sides of reality – content and form, favoring form. As a consequence, emotions prevail in communication at the expense of facts. Form should be a complementary part of content; it should not, however, overshadow the content. It should serve as an internal organization, a specific structure for expressing and embodying content. One of the causes of this phenomenon is also social networks and algorithms that prioritize content that evokes emotions, and therefore, this contribution offers an analysis of the communication of selected Slovak media on selected social networks.



Mgr. Tomáš Holetz, PhD., Mgr. Katarína Holetzová, PhD.
Pan-European University in Ostrava,
Pan-European University in Bratislava

SCHEDULED TIME

3:25 p.m.

TITLE OF THE PAPER:

**TEMPORAL VARIATION IN MARKETING COMMUNICATION INTENSITY
ON SOCIAL MEDIA FOR A MUSIC FESTIVAL RELATIVE TO EVENT
PROXIMITY**

ABSTRACT:

This paper examines the content and form of communications issued by music festivals in Slovakia, focusing on publication dates and the frequency of posts on social media in relation to the date of the event. The aim is to identify potential correlations between the volume of communication and the proximity of the festival date, as well as to discuss automated content creation, scheduling practices, and changes in the nature of communication itself. The analytical section, employing specialized tools, provides an overview of the thematic focus and the precise timing of posts. Over the course of one year (August 2024 – August 2025), the study investigates the Grape and Pohoda festivals, both held in summer, one month apart, at the same location—the Trenčín Airport. The research concentrates on festival communication via the social networking platform Facebook, with particular emphasis on the exact timing of posts and the frequency of publication within predefined intervals. The collected data are subsequently evaluated and presented in graphical form, both for each event individually and in comparison. By juxtaposing the timelines, we identify potential deviations and present explanations for such variations.



Mgr. Klára Šuhajová

Department of Media Studies, Institute of Communication Studies
and Journalism, Faculty of Social Sciences, Charles University in Prague

SCHEDULED TIME

3:50 p.m.

TITLE OF THE PAPER:

**BETWEEN FICTION AND REALITY: TRANSMEDIA PERFORMATIVITY IN
CONTEMPORARY CZECH WEB SERIES**

ABSTRACT:

This paper examines how contemporary Czech web series employ digital and transmedia storytelling to construct fictional universes and cultural identities. Combining classical narratology (Todorov, Chatman) with digital media theory (Manovich, Feldman, Ryan) and updated models of transmedia storytelling (Jenkins, Scolari, van Es, Booth, Spinelli), the study situates Czech web production within global debates on convergence culture, ergodicity, and participatory aesthetics. The analysis addresses three main research questions: (1) Which narrative strategies shape Czech web series in digital environments? (2) What forms of transmedia extension emerge, and how do they interact with core episodic texts? (3) Can these forms be systematically classified into a typology of narrative complexity? Using a comparative case study method, the research investigates five series—Semestr, Vyšehrad, Lajna, Žrouti, and Kancelář Blaník—and traces how stories circulate across social networks, fictitious websites, bonus videos, and parafictional performances. The findings propose a five-part typology of transmedia strategies: centripetal extensions, which deepen characterization without altering the main plot (Semestr); centrifugal expansions, which disperse storylines across platforms and blur boundaries between fiction and reality (Vyšehrad); hybrid forms, balancing episodic coherence with supplementary spin-offs (Lajna); radical fragmentation, where narrative continuity is destabilized and reassembled through parodic or contradictory texts (Žrouti); and institutionalized transmedia, in which fictional content is embedded within political and media discourse (Kancelář Blaník). Together, these models demonstrate how Czech web series reconfigure serialized storytelling through modularity, multimodality, and audience participation. The paper argues that digital platforms are not passive carriers of content but active narrative agents, reshaping the ontology of serialized storytelling. By highlighting the performative and participatory dimensions of Czech web series, the study contributes to ongoing scholarly debates on digital narrativity, convergence culture, and the transmedia construction of cultural identity.

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**MEDIA AND INFORMATION LITERACY
IN THE POST-FACTUAL ERA**

THANK YOU FOR YOUR PARTICIPATION.