

Copyright © 2026 by Cherkas Global University



Published in the USA  
Media Education (Mediaobrazovanie)  
Issued since 2005.  
ISSN 1994-4160  
E-ISSN 1994-4195  
2026. 22(1): 19-37

DOI: 10.13187/me.2026.1.19  
<https://me.cherkasgu.press>



## The Knowledge Architecture of Media Literacy and Disinformation Research: A Bibliometric Mapping (2001–2025)

Farahat Ali <sup>a, \*</sup>

<sup>a</sup>Beaconhouse National University, Punjab, Pakistan

### Abstract

The rapid expansion of disinformation in contemporary digital media environments has positioned media literacy as a central scholarly and policy response. Despite a growing body of empirical and theoretical work, the structural evolution, intellectual foundations, and collaborative dynamics of media literacy and disinformation research remain insufficiently synthesized. This study presents a comprehensive bibliometric analysis of 1,097 peer-reviewed journal articles indexed in the Web of Science Core Collection between 2001 and 2025. Using performance analysis and science-mapping techniques implemented through Bibliometrix/Biblioshiny, the study examines publication growth, citation impact, thematic structures, intellectual lineages, and global collaboration patterns. The findings reveal a rapidly maturing and highly collaborative field, with pronounced thematic concentration around misinformation, media literacy interventions, social media, and infodemic research, alongside emerging attention to artificial intelligence and deepfakes. At the same time, the results highlight persistent regional and institutional asymmetries in knowledge production. By systematically mapping the knowledge structure of media literacy and disinformation research, this study advances conceptual clarity, identifies unresolved gaps, and provides an empirical foundation for future interdisciplinary, comparative, and policy-relevant research in the field.

**Keywords:** media literacy, disinformation, misinformation, bibliometric analysis, science mapping, artificial intelligence.

### 1. Introduction

The contemporary "post-truth" era is characterized by the erosion of shared factual baselines, where emotional resonance and partisan alignment often outweigh empirical evidence in shaping public opinion (Cook, 2023; Effron, Helgason, 2022). Digital platforms have accelerated this shift, enabling the rapid spread of mis- and disinformation through algorithmic amplification that prioritizes engagement over accuracy (Arik et al., 2026). This information disorder is not confined to isolated incidents; it is a systemic challenge that undermines the epistemic foundations of democratic societies, demanding scholarly attention that transcends disciplinary silos (Cook, 2023). The societal and political consequences of disinformation are profound. False narratives have been shown to influence electoral outcomes, exacerbate polarization, and erode trust in institutions (Arik et al., 2026). In crisis contexts, such as public health emergencies or terrorist attacks, misinformation can persist for years, shaping collective memory and public discourse (Vicari et al., 2024). Moreover, the politicization of the "fake news" label itself can delegitimize accurate reporting, further destabilizing the information environment (Hameleers, 2023). These

\* Corresponding author

E-mail addresses: [Farahat.ali@bnu.edu.pk](mailto:Farahat.ali@bnu.edu.pk) (F. Ali)

dynamics highlight the dual threat of disinformation: its direct impact on beliefs and behaviors, and its corrosive effect on the credibility of legitimate information sources.

Global indicators underscore the scale of the problem. The COVID-19 “infodemic” demonstrated how misinformation could undermine public health measures across diverse national contexts (Etta et al., 2022). Studies reveal that misinformation spreads faster and more broadly than accurate information, with particularly damaging effects in politically sensitive domains (Arık et al., 2026). While interventions such as fact-checking and prebunking have shown promise, their effectiveness varies across cultural and political contexts, and unintended consequences, such as reduced trust in accurate information, must be carefully managed (Hameleers, 2022; Hameleers, 2023). Against this backdrop, media literacy has emerged as a central strategy for countering disinformation. Research has expanded rapidly, exploring interventions from classroom-based training to community programs and digital games (El Mokadem, 2023; Boler et al., 2025). Bibliometric overviews indicate a growing scholarly focus on media and information literacy as tools for enhancing civic participation and resilience against false information (Guerola-Navarro et al., 2023). However, significant gaps remain: studies disproportionately focus on the Global North, with mixed evidence of effectiveness in the Global South (Blair et al., 2024), and there is limited longitudinal research on the sustained impacts of media literacy interventions (Miller et al., 2024).

This study addresses these gaps through a bibliometric analysis of media literacy and disinformation research indexed in the Web of Science. By mapping publication trends, thematic clusters, and geographic distributions, the analysis aims to identify underexplored regions and topics, particularly in the Global South, and to assess the extent to which long-term effects are being studied. The findings inform both scholarly agendas and policy strategies, contributing to a more globally inclusive and methodologically robust understanding of how media literacy can mitigate the harms of disinformation in the post-truth era.

*The Disinformation Ecosystem: Definitions, Mechanisms, and Societal Impact:* Disinformation in contemporary digital ecosystems is defined as deliberately false or misleading information created to deceive audiences, often for political, economic, or ideological gain (Surjatmodjo et al., 2024). Unlike misinformation, which is spread without intent to harm, disinformation is strategic, exploiting the affordances of social media platforms to maximise reach and impact (Taxitari et al., 2025). The “information pandemic” metaphor captures its scale and speed, with studies showing it spreads up to six times faster than accurate information, driven by emotionally charged content and algorithmic amplification (Surjatmodjo et al., 2024). Critically, in the Global South, disinformation is deeply embedded in historical patterns of propaganda and political manipulation, predating its recognition as a scholarly field in the Global North (Wasserman, Madrid-Morales, 2022).

The interdisciplinary nature of disinformation research spans communication studies, political science, psychology, computer science, and education, reflecting its multidimensional character. Interdisciplinary approaches have examined its linguistic, visual, and discursive features (Wenzel, Stasiuk-Krajewska, 2025), the sociotechnical infrastructures that enable its spread (Widholm, Ekman, 2024), and the psychological mechanisms that shape audience reception (Wenzel, Stasiuk-Krajewska, 2025). Comparative studies highlight regional variations, such as the interplay between mainstream and alternative media in Europe and the role of platform governance in shaping exposure to harmful content (Dourado, dos Santos, 2025). This breadth underscores the urgent need for integrated frameworks that connect cognitive, cultural, and technological dimensions.

The virality of disinformation is underpinned by cognitive biases, such as confirmation bias and motivated reasoning, that make individuals more receptive to congruent falsehoods (Surjatmodjo et al., 2024). Algorithmic curation further amplifies these effects by prioritising engagement over accuracy, creating echo chambers and filter bubbles (Salaverría et al., 2024). Empirical work from Central Europe and Southeast Asia demonstrates that platform-specific affordances, such as encrypted messaging or visual meme culture, differentially shape the form and speed of diffusion (Ford et al., 2023; Wenzel, Stasiuk-Krajewska, 2025). These mechanisms complicate detection and intervention, as they are deeply embedded in user behaviour and platform design.

The societal impacts of disinformation are profound and multifaceted, including declining trust in institutions, polarisation, and the erosion of deliberative norms (Salaverría et al., 2024;

Widholm, Ekman, 2024). Democratically, it undermines electoral integrity, distorts public debate, and fuels populist mobilisation (Surjatmodjo et al., 2024). In fragile states, it can exacerbate conflict and weaken state resilience (Surjatmodjo et al., 2024). Furthermore, the politicisation of “fake news” as a delegitimising label further destabilises the information environment, making it harder to distinguish between credible and false sources.

*Media Literacy Interventions: Evidence, Effectiveness, and Implementation Challenges:* Media literacy (ML) has emerged as a key educational and civic strategy to counter disinformation (Corbu et al., 2024; Voitovych et al., 2025). It encompasses critical thinking, source evaluation, and understanding of media production processes, as well as attention to invisibility, spectacle, and representational politics in digital media (Nanjundaiah, 2024). Initiatives range from school-based curricula (Corbu et al., 2024) to community workshops and journalist-led programmes (Torre et al., 2024). Notably, in the Global South, context-specific ML interventions are essential, given different media ecologies, platform usage patterns, and cultural norms (Ford et al., 2023; Wasserman, Madrid-Morales, 2022).

A growing body of systematic reviews and experimental studies demonstrates that ML interventions can reduce susceptibility to false information and lower sharing intentions (d’Haenens et al., 2025; Ford et al., 2023; Gross, Balaban, 2025). Effective strategies include prebunking, debunking, and interactive training that addresses emotional manipulation, platform economics, and algorithmic governance (Blair et al., 2024; Boler et al., 2025). However, effects vary over time and across populations, with some interventions showing short-term gains but limited long-term retention or transfer to real-world behaviours (Anstead et al., 2025). Consequently, teacher training and institutional support are critical for sustained implementation and scaling of classroom-based interventions (Corbu et al., 2024).

Despite promising evidence, significant implementation challenges persist. Few interventions are tailored to adult learners outside formal education, even though adults are central to misinformation dynamics and often lack structured opportunities for ML training (Boler et al., 2025). The Global North dominance in research has resulted in limited evidence from Africa, Latin America, and parts of Asia, where media ecologies and political contexts differ substantially (Wasserman, Madrid-Morales, 2022; Anstead et al., 2025).

Moreover, methodological inconsistencies, such as varied definitions of ML and disinformation, heterogeneous outcome measures, and weak evaluation designs, hinder cross-study comparability and cumulative theory-building (Anstead et al., 2025; d’Haenens et al., 2025). Finally, there is a pressing need to integrate platform accountability and governance into ML frameworks, recognising the shared responsibility of users, states, and technology companies (Dourado, dos Santos, 2025).

*Research Gaps and the Case for Bibliometric Synthesis:* Given the fragmented and regionally imbalanced nature of the literature, a bibliometric analysis of media literacy and disinformation research can map publication trends, thematic clusters, and geographic distributions. Using Web of Science data, such an analysis can identify underexplored regions, methodological patterns, and emerging topics, providing a foundation for more globally inclusive and methodologically robust research agendas. This approach is particularly important for centring Global South perspectives on disinformation (Wasserman, Madrid-Morales, 2022) and aligning intervention research with evidence on what works across diverse political and media systems (Blair et al., 2024). This study addresses three core research questions: RQ1: How has the volume, growth trajectory, and citation impact of scholarly research on misinformation and media literacy evolved over time? RQ2: What are the dominant intellectual foundations, thematic structures, and research fronts shaping the field of misinformation and media literacy? RQ3: How are scholarly contributions in misinformation and media literacy distributed across authors, institutions, journals, and countries, and what patterns of collaboration characterize the field?

## 2. Materials and methods

This study adopts a bibliometric research design to systematically map the intellectual structure, thematic evolution, and collaborative patterns of scholarship on media literacy and misinformation. Bibliometric methods are particularly suitable for synthesizing large and rapidly expanding bodies of literature, as they enable the quantitative assessment of publication trends, citation impact, knowledge clusters, and research fronts over time (Aria, Cuccurullo, 2017; Donthu et al., 2021). By integrating performance analysis with science-mapping techniques, this study

provides a comprehensive overview of how media literacy research has evolved in response to the growing challenge of misinformation.

*Data Source and Database Selection:* The bibliographic data were retrieved from the Web of Science Core Collection, which is widely recognized for its rigorous journal selection criteria, standardized indexing, and suitability for longitudinal bibliometric analysis (Zupic, Čater, 2015). Web of Science was selected over alternative databases to ensure consistency in citation metadata and to avoid duplication and indexing inconsistencies that may arise when merging multiple databases (Donthu et al., 2021). The dataset includes peer-reviewed literature spanning from 2001 to 2025, capturing both the formative and expansion phases of research on media literacy and misinformation. A structured search strategy was developed using topic-based fields (title, abstract, and keywords) and Boolean operators to capture the conceptual intersection between misinformation and media literacy. The final search string was: TS = (("fake news" OR disinformation OR misinformation OR "post-truth" OR infodemic OR "information disorder") AND ("media literacy" OR "digital literacy" OR "news literacy" OR "information literacy" OR "media education" OR "critical media literacy")). To ensure analytical coherence and quality control, the search was restricted to journal articles and review papers published in English. Other document types (conference proceedings, books, book chapters, editorials, and notes) were excluded. After applying these criteria and removing duplicates, the final dataset comprised 1,097 documents published across 514 academic sources.

*Data Extraction and Pre-Processing:* All bibliographic records were exported from Web of Science in plain-text format, including full citation data, abstracts, author keywords, Keywords Plus, references, and affiliation information. Data cleaning and preprocessing were conducted to standardize author names, institutional affiliations, and keyword variants (e.g., singular/plural forms and spelling differences), following established bibliometric best practices (Aria, Cuccurullo, 2017). This step was essential to ensure the reliability of co-authorship networks, keyword co-occurrence analyses, and citation mappings.

*Analytical Tools and Techniques:* The bibliometric analyses were conducted using Bibliometrix/Biblioshiny (R environment), which is among the most widely used tools for science mapping and performance analysis (Aria, Cuccurullo, 2017). Biblioshiny was employed to compute descriptive indicators, including annual scientific production, citation averages, authorship patterns, and source productivity. VOSviewer was used to generate network visualizations, enabling the identification of co-authorship structures, keyword co-occurrence clusters, and citation relationships. Performance indicators were calculated to assess the productivity and impact of the field. These included annual publication growth rates, average citations per document, document age, authorship patterns, and international collaboration rates. Source-level, author-level, and country-level productivity metrics were examined to identify the most influential journals, scholars, institutions, and geographic regions contributing to media literacy and misinformation research (Donthu et al., 2021). To uncover the intellectual and thematic organization of the field, multiple science-mapping techniques were applied. Keyword co-occurrence analysis was conducted using both Author Keywords and Keywords Plus to identify dominant research themes and emerging topics. A three-field plot (cited references–authors–keywords) was generated to visualize the connections between foundational literature, leading scholars, and core research concepts, thereby revealing the theoretical lineage and research fronts shaping the domain (Zupic, Čater, 2015). In addition, thematic mapping techniques, including treemaps, trend topic analysis, and temporal keyword evolution, were employed to examine how research priorities have shifted over time, particularly in response to global events such as the COVID-19 infodemic and the increasing prominence of platform-driven misinformation.

*Reliability and Replicability:* To enhance transparency and replicability, all analytical steps followed standardized bibliometric procedures recommended in prior methodological literature (Aria, Cuccurullo, 2017; Donthu et al., 2021). The use of established software tools and clearly defined inclusion criteria ensures that the study can be replicated or extended using updated datasets or alternative disciplinary lenses.

### 3. Discussion

The bibliometric landscape of media literacy and misinformation research reveals a field undergoing profound institutional and thematic transformation, driven by escalating real-world crises and technological disruption. Over a quarter-century span (2001–2025), the research

domain has evolved from a marginal scholarly concern to a central preoccupation of communication, education, and information science, expanding at an annual growth rate of 11.44 % and achieving substantial citation impact (13.86 citations per document) despite its relative infancy. This expansion has been accompanied by a shift in foundational intellectual orientations, from abstract theories of persuasion and social learning toward applied, crisis-responsive frameworks centring information disorder, digital platform dynamics, and pedagogical interventions. Concurrently, the field displays pronounced geographic concentration and authorial clustering, with scholarly influence concentrated in North American and Western European institutions whilst the Global South remains systematically underrepresented despite possessing distinct information ecologies and regulatory contexts where media literacy interventions operate under markedly different constraints. These findings, taken together, characterize a rapidly maturing field that has successfully consolidated theoretical frameworks and identified key research communities, yet simultaneously reveals critical gaps in geographic equity, longitudinal evidence, and integration of platform accountability into educational interventions.

The results of the first research question (RQ1) imply that “growth” here is not simply cumulative; it is punctuated by periods of accelerated agenda-setting, where new shocks and platform dynamics create demand for both explanatory models and interventions. The annual production pattern and caution about late-year undercounting due to early-access records suggest that apparent slowdowns near the end of the timeline are more likely an indexing/citation-latency artifact than a true decline. Substantively, the citation trajectory you report (with highly influential contributions emerging before the most explosive volume expansion) is characteristic of fields where a small number of conceptual “anchors” and measurement toolkits stabilize subsequent waves of application and replication. In misinformation/disinformation research, recent synthesis work underscores exactly this dynamic: early influential contributions are repeatedly reactivated as new settings (e.g., AI-mediated persuasion, synthetic media, platform governance) demand re-testing boundary conditions and clarifying what works, for whom, and under what informational incentives (Blair et al., 2024).

A second implication concerns the field’s increasing emphasis on intervention relevance. The growing prominence of works that sit at the intersection of psychological mechanisms (credibility judgments, belief formation) and applied media literacy practice is consistent with contemporary evidence that (a) individuals’ susceptibility is shaped by cognitive and moral-psychological processes, and (b) durable resilience requires intervention designs that anticipate social identity dynamics and repeated exposure environments (Effron, Helgason, 2022; Blair et al., 2024). This provides an interpretive explanation for why this dataset displays strong recent concentration around terms that move from “what is misinformation” toward “how it spreads” and “how trust/efficacy can be strengthened”, a trajectory visible in this trend-topic interpretation and in the clustering of individual-level constructs (perceptions, credibility, self-efficacy) alongside systemic frames.

The results of the second research question's (RQ2) science-mapping outputs demonstrate a coherent yet segmented thematic architecture. The field’s “core” is organized around misinformation/fake news/disinformation as integrative, high-centrality topics, while the most internally developed lines of work form tighter clusters around applied contexts (notably public health/infodemics) and educational-response frameworks (critical media literacy, media education). This pattern is theoretically consequential: it indicates that the field is not drifting toward fragmentation, but rather differentiating into context-specialized subdomains that remain linked by shared constructs (credibility, trust, attitudes, skills) and shared intervention aspirations.

The most policy-salient implication is the strong institutionalization of “infodemic” and health-centered misinformation as a motor theme. In the last five years, evidence reviews emphasize that health misinformation is not only a content problem but also a systems problem involving risk communication, platform features, and uneven health literacy, making it a natural attractor for interdisciplinary scholarship and funder attention (d’Haenens et al., 2025). This aligns with the strong presence of “covid-19/infodemic/health” as a dense and central cluster in this strategic interpretation. The risk, however, is a form of thematic path dependence: crisis-driven research can overweight short-horizon outcomes (e.g., immediate belief correction) and underweight longer-horizon civic competencies and democratic resilience outcomes.

A second major interpretive payoff comes from the factorial structure that separates (i) societal/educational frames (media literacy, journalism, democracy, propaganda) from (ii) public

health frames, and then distinguishes (iii) individual-level processing variables from (iv) systemic/educational interventions. This bifurcation echoes recent scholarship arguing that media literacy interventions need clearer theory-of-change articulation: whether the intended outcome is cognitive inoculation, behavioral friction (sharing reduction), democratic participation quality, or institutional trust repair. Meta-analytic and review work increasingly recommends aligning intervention designs to specific outcomes and contexts rather than treating “media literacy” as a uniform solution package (Boler et al., 2025; Huang et al., 2024).

Finally, the identification of “artificial intelligence” and “deepfake” as emergent trend topics is not simply a novelty signal; it marks a methodological and normative frontier. Recent work suggests that the next wave of literacy and resilience research must integrate detection limits, generative persuasion tactics, and epistemic trust under synthetic uncertainty, where “verification” is no longer a stable skill but an ecosystem-level capability distributed across institutions, platforms, and users (Widholm, Ekman, 2024). This directly supports the argument that algorithmic mediation and AI-enabled content manipulation remain unresolved gaps demanding bibliometrically grounded synthesis.

The results of the third research question (RQ3) indicate a structurally concentrated production system. Institutionally, the distribution is led by a small set of high-output organizations (e.g., Ministry of Education and Science of Ukraine; multiple major U.S. university systems), with visible representation from Europe as well. This has two interpretive meanings. First, the field is being scaled by institutional capacity, large university systems and national bodies that can sustain rapid publication, multi-authored projects, and cross-disciplinary teams. The collaboration indicators reinforce this, showing that the typical unit of knowledge production is the research team and that a nontrivial share of work crosses borders.

In the last five years, intervention research on misinformation has increasingly relied on large samples, multi-wave designs, and platform-embedded measurement, requirements that privilege resource-rich institutions and transnational networks (van Erkel et al., 2024). The collaboration map interpretation is therefore not only descriptive; it reflects structural constraints on who can produce the “most citable” work. Second, the concentration pattern creates a substantive risk of contextual overgeneralization: theories and interventions validated in high-income democracies may be exported as universal solutions despite differences in media systems, linguistic ecologies, political polarization structures, and platform penetration. Recent comparative work in political science and communication argues that disinformation countermeasures can yield heterogeneous effects across institutional settings and information environments, reinforcing the need for more geographically and culturally diversified evidence bases (Bowles et al., 2025). The dataset’s visibility of regionally contextual authors emerging after 2022 (as you note) is therefore best interpreted as a positive sign of epistemic broadening, but one that still needs active consolidation via cross-regional collaboration architectures, shared instruments, and comparable outcome definitions.

*Limitations:* The most consequential limitations in a bibliometric study of this kind are not generic; they are inferential and coverage-related. First, because the corpus is sourced from a curated indexing environment and is English-restricted, the maps may systematically underrepresent locally influential scholarship, policy reports, and non-English evidence bases that meaningfully shape media literacy practice in the Global South. This matters because the field this study is mapping is inherently practice-facing; exclusion of “implementation literature” can bias conclusions toward academic framings over operational realities. Second, bibliometric techniques capture patterns of influence and structure but cannot assess the substantive quality, pedagogical effectiveness, or real-world impact of media literacy interventions. Third, citation-based indicators privilege established paradigms and may obscure emerging or critical perspectives that have not yet accumulated visibility within the citation economy.

*Future research directions:* Future work should build directly on the maps by shifting from descriptive clustering to mechanism- and outcome-specific synthesis. One high-value direction is to stratify the field into intervention “families” (news literacy curricula, prebunking/inoculation, fact-check exposure, platform friction, AI-assisted verification) and then map which outcomes are being optimized (belief accuracy, sharing behavior, civic engagement quality, institutional trust, or epistemic humility). Current intervention scholarship explicitly calls for clearer outcome alignment and comparable measurement across studies; bibliometric subfield mapping can accelerate this by identifying where outcome constructs are fragmented and where consensus is

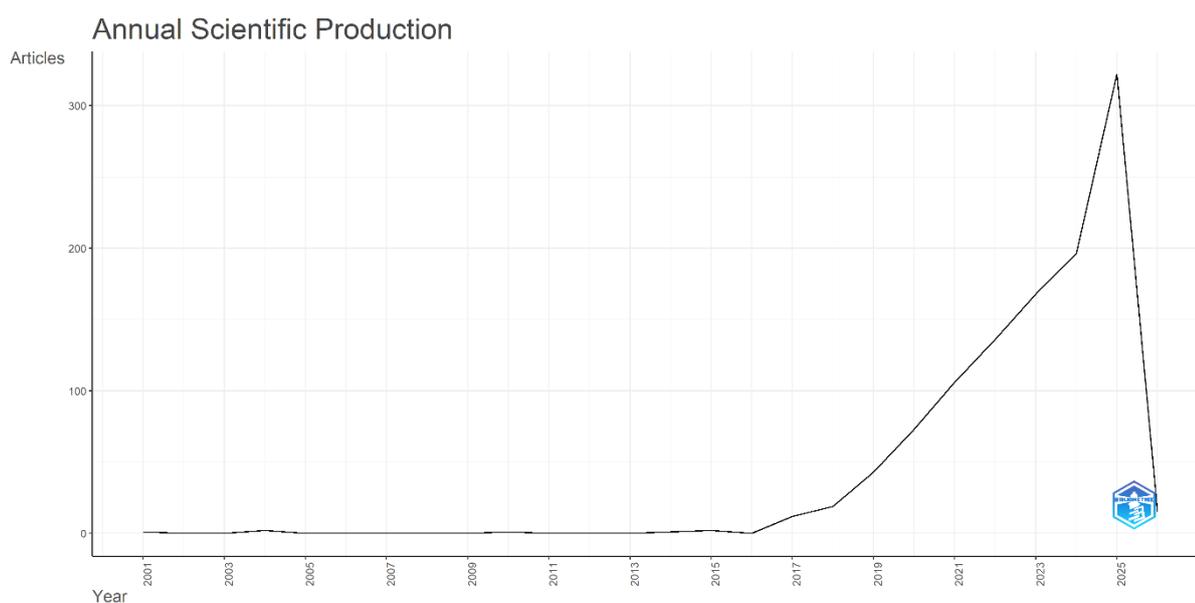
forming (Boler et al., 2025; Gross, Balaban, 2025). A second direction is to treat AI not only as a topic but as a methodological discontinuity. Deepfakes and generative persuasion introduce an environment where verification costs rise and “seeing is believing” collapses. Research should therefore integrate media literacy with content authentication infrastructures, platform governance, and civic epistemology, an agenda increasingly recognized in recent democratic communication scholarship (Widholm, Ekman, 2024).

Longitudinal studies are urgently needed to assess whether media literacy effects persist over time and transfer across platforms, issues, and political contexts. Comparative bibliometric analyses incorporating regional databases and multilingual corpora would help decenter Global North dominance and reveal alternative knowledge trajectories. Finally, closer integration between media literacy research and platform governance scholarship is essential. Addressing disinformation effectively requires not only educating users, but also interrogating the political, economic, and algorithmic structures that shape contemporary information environments.

#### 4. Results

The descriptive bibliometric indicators reveal a research corpus that is both extensive and structurally dynamic. The dataset comprises 1,097 publications indexed between 2001 and 2025, distributed across 514 sources, indicating a wide dispersion of scholarly output rather than concentration in a limited set of journals. Scholarly production demonstrates a strong upward trajectory, with an annual growth rate of 11.44 %, confirming sustained expansion of the field. The author base is large (3,024 authors), and collaborative research clearly dominates, as reflected by an average of 3.16 co-authors per document, while single-authored publications account for only 250 documents. International collaboration is also evident, with 22.79 % of publications involving cross-country co-authorship. Despite the relatively recent nature of the literature (average document age = 3.11 years), citation performance is already substantial, with an average of 13.86 citations per document, suggesting early scholarly visibility and uptake. Content analysis further shows considerable thematic diversity, with 2,568 author-provided keywords compared to 903 Keywords Plus, underscoring both conceptual breadth and specialization within the field. Collectively, these results demonstrate a rapidly growing, collaborative, and thematically rich research domain with strong early impact.

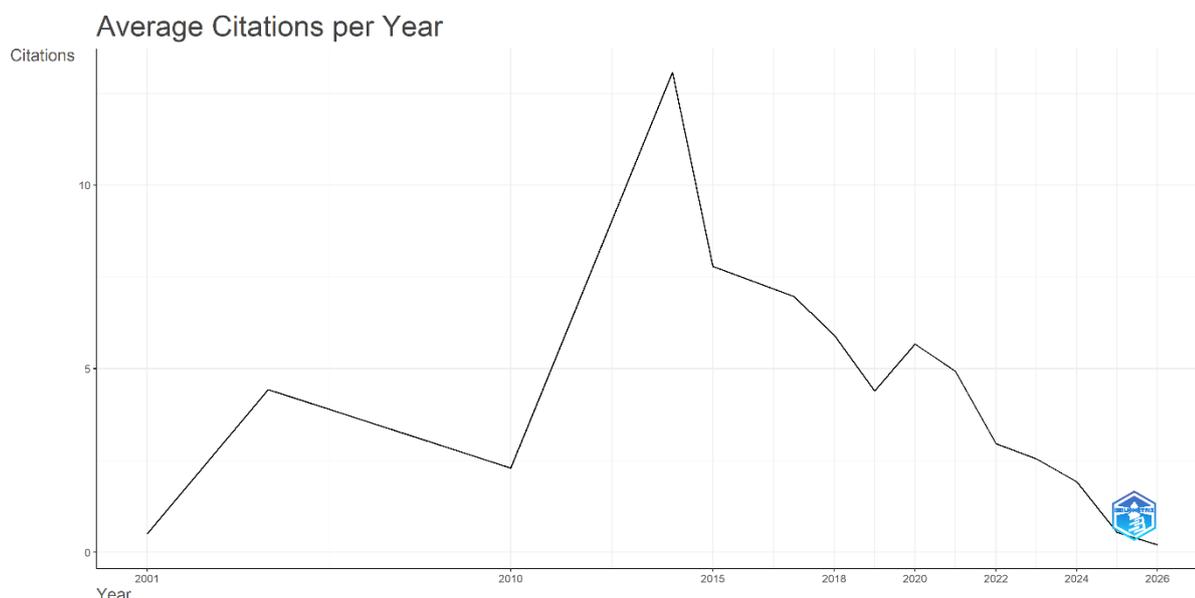
The temporal distribution of publications indicates a pronounced shift in scholarly attention over time. As shown in Figure 1, annual scientific production remained minimal and relatively stable from 2001 until approximately 2014, reflecting a prolonged formative phase in which the topic attracted limited academic engagement.



**Fig. 1.** Annual Scientific Production

A noticeable increase emerges after 2016, marking the onset of sustained growth in research output. This upward trajectory accelerates sharply from 2019 onward, with publications rising steeply and reaching a clear peak in the most recent completed years, indicating the consolidation of the field as a major area of inquiry. The apparent decline observed in the final years of the timeline should be interpreted cautiously, as [Figure 1](#) includes early-access and partially indexed records for 2025–2026, which likely underrepresent actual publication volume. Overall, [Figure 1](#) demonstrates that the field has transitioned from low-intensity, sporadic research into a rapidly expanding and highly contemporary domain characterized by strong and sustained growth.

The citation trajectory reflects how scholarly influence has evolved alongside publication growth. As illustrated in [Figure 2](#), average citations per year were relatively low in the early 2000s, indicating limited visibility and engagement with the field during its initial phase. A pronounced increase is observed after 2010, culminating in a clear peak around 2014, which suggests the emergence of highly influential publications that shaped subsequent research directions. Following this peak, average citations per year show a gradual decline, particularly after 2018, which should be interpreted in light of the increasing volume of recent publications that have had less time to accumulate citations. The modest rebound visible around 2020 indicates continued production of impactful work despite overall citation dilution caused by rapid output growth. The sharp decrease in the most recent years is largely attributable to citation latency and incomplete indexing of recent and early-access articles. Overall, [Figure 2](#) demonstrates that, while the field has expanded rapidly in recent years, its most highly cited contributions emerged slightly earlier, underscoring the foundational role of mid-2010s scholarship in shaping the domain's intellectual trajectory.

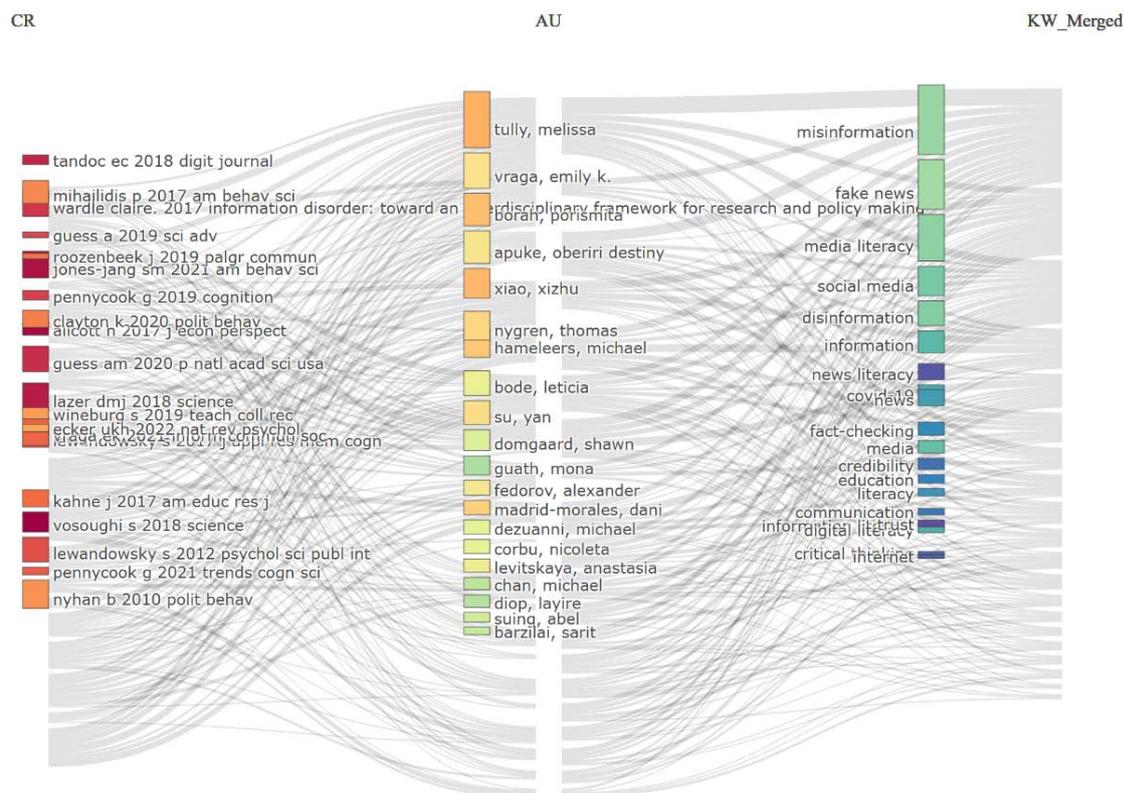


**Fig. 2.** Average Citations per Year

Figure 3 presents the three-field plot linking cited references (CR), authors (AU), and merged keywords (KW\_Merged), revealing the intellectual structure and thematic orientation of the field. As shown in [Figure 3](#), a small set of foundational works, most notably Tandoc ([Tandoc, 2018](#)), Mihailidis ([Mihailidis, 2017](#)), Wardle ([Wardle, 2017](#)), Guess ([Guess, 2019](#)), and Pennycook ([Pennycook, 2019](#); [Pennycook, 2021](#)), form the core intellectual base, indicating a shared theoretical lineage grounded in information disorder, behavioral science, and cognitive psychology. These seminal references are strongly connected to a group of highly influential authors, particularly M. Tully and E.K. Vraga, whose prominent positions in the network reflect their central role in translating theory into empirical research.

On the thematic side, [Figure 3](#) demonstrates that the dominant research fronts are structured around “misinformation,” “fake news,” “media literacy,” “social media,” and “disinformation,” underscoring a clear focus on digital information disorder and its mitigation. Strong author-keyword linkages further show that leading scholars concentrate on both explanatory mechanisms (e.g., cognition, belief formation, credibility) and applied responses (e.g., fact-checking, education, digital and news literacy). Overall, [Figure 3](#) evidences a coherent and interdisciplinary research

landscape in which foundational theories directly inform authorial productivity and converge on a set of tightly connected core themes addressing misinformation in digital environments.



**Fig. 3.** Three-field plot

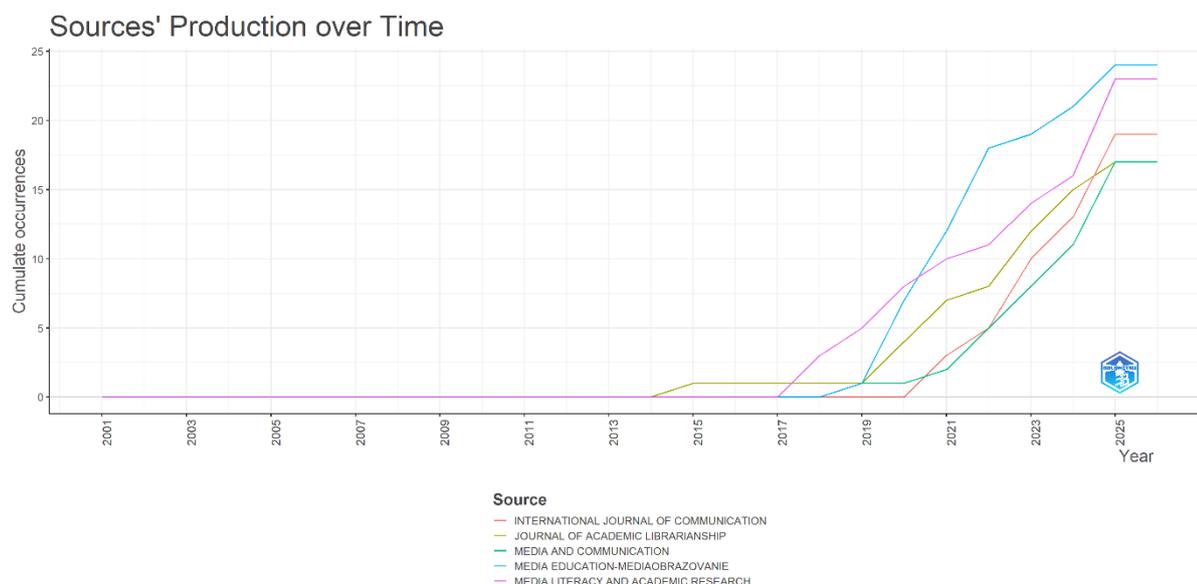
Table 1 reports the most productive journals in the field based on the number of published articles. As shown in Table 1, *Media Education – Mediaobrazovanie* (24 articles) and *Media Literacy and Academic Research* (23 articles) emerge as the leading outlets, underscoring the strong pedagogical and educational orientation of scholarship in this domain. These are followed by the *International Journal of Communication* (19 articles), which reflects the field’s grounding in communication theory and empirical media research. Library and information science perspectives are also prominent, as evidenced by the *Journal of Academic Librarianship* (17 articles) and *Online Information Review* (16 articles), highlighting the role of information evaluation and literacy frameworks in addressing misinformation. High-impact interdisciplinary journals such as *New Media & Society* (16 articles) and *Computers in Human Behavior* (11 articles) further indicate the integration of digital media studies and behavioral research. Overall, Table 1 demonstrates that research on misinformation and media literacy is distributed across education, communication, information science, and behavioral science journals, confirming the interdisciplinary character of the field.

**Table 1.** Most Relevant Sources by Number of Articles

Sources	Articles
Media Education – Mediaobrazovanie	24
Media Literacy and Academic Research	23
International Journal of Communication	19
Journal of Academic Librarianship	17
Media and Communication	17

New Media & Society	16
Online Information Review	16
Journalism and Media	14
Profesional de la Informacion	12
Computers in Human Behavior	11

The temporal evolution of leading journals' contributions is illustrated in Figure 4, which depicts the cumulative production of the most relevant sources over time. As shown in Figure 4, scholarly output from all major journals remained negligible until the mid-2010s, indicating that these outlets only began to engage systematically with the topic relatively recently. A clear divergence emerges after 2017, when *Media Literacy and Academic Research* and *Media Education – Mediaobrazovanie* show the earliest and most rapid growth, reflecting their role as early and specialized platforms for this research stream. From 2019 onward, *International Journal of Communication* exhibits a sharp increase in cumulative publications, signaling the field's consolidation within high-impact, mainstream communication journals. Similarly, *Journal of Academic Librarianship* and *Media and Communication* demonstrate steady growth after 2020, highlighting the expanding involvement of information science and communication policy perspectives. Overall, Figure 4 indicates that while early contributions were concentrated in niche, education-focused journals, the post-2019 period marks a broad diffusion of research across diverse, high-visibility sources, confirming the maturation and interdisciplinary expansion of the field.



**Fig. 4.** Sources' Production over Time

Table 2 presents the most productive authors in the field based on both the total number of articles and fractionalized authorship counts, offering a more precise representation of individual scholarly contribution within collaborative research. As shown in Table 2, Melissa Tully ranks as the leading author with 17 publications and a fractionalized contribution of 5.38, indicating sustained productivity combined with extensive collaboration. Xizhu Xiao follows with 9 articles (fractionalized = 3.59), reflecting consistent involvement in co-authored research. Porismita Borah and Michael Hameleers each contribute 8 publications; however, Hameleers' higher fractionalized score (4.38) suggests a comparatively stronger authorship share and leadership role in collaborative outputs. A group of authors, Dani Madrid-Morales, Thomas Nygren, Yan Su, and Emily K. Vraga, each account for 7 articles, with moderate fractionalized contributions, highlighting their steady but collaborative engagement in the field. Oberiri Destiny Apuke, with 6 articles (fractionalized = 1.78), represents an emerging contributor. Overall, Table 2 demonstrates that scholarly production in this domain is concentrated among a core group of authors whose influence is largely exercised through collaborative research rather than single-authored publications.

**Table 2.** Most Productive Authors

Authors	Articles	Articles Fractionalized
Tully, Melissa	17	5.38
Xiao, Xizhu	9	3.59
Borah, Porismita	8	2.01
Hameleers, Michael	8	4.38
Madrid-Morales, Dani	7	1.75
Nygren, Thomas	7	2.58
Su, Yan	7	2.23
Vraga, Emily K.	7	2.15
Apuke, Oberiri Destiny	6	1.78
Fedorov, Alexander	6	3.50

The temporal patterns of leading scholars' contributions are illustrated in Figure 5, which maps authors' productivity and citation impact over time. As shown in Figure 5, the field is characterized by a strong concentration of influential work between 2020 and 2023, indicating a relatively recent but intense phase of scholarly development. Melissa Tully and Emily K. Vraga exhibit sustained productivity across multiple years, with pronounced peaks in 2021–2022 accompanied by the highest citation intensity, reflecting their central role in shaping high-impact research on news literacy and misinformation. Michael Hameleers also demonstrates a sharp rise in both productivity and impact during 2022–2023, highlighting the influence of intervention-focused studies on media literacy and fact-checking. A second group of authors, Xizhu Xiao, Porismita Borah, and Yan Su, shows consistent but more concentrated activity during 2021–2023, with moderate-to-high citation rates linked largely to work on COVID-19 misperceptions and incidental news exposure. Figure 6 further reveals emerging trajectories, particularly for Oberiri Destiny Apuke and Dani Madrid-Morales, whose publication activity intensifies after 2022 and extends toward 2025, suggesting a diversification of thematic and regional perspectives. Overall, Figure 5 indicates that authorial influence in this field is both time-bound and collaborative, with citation peaks closely aligned to periods of heightened societal relevance and collective research activity.

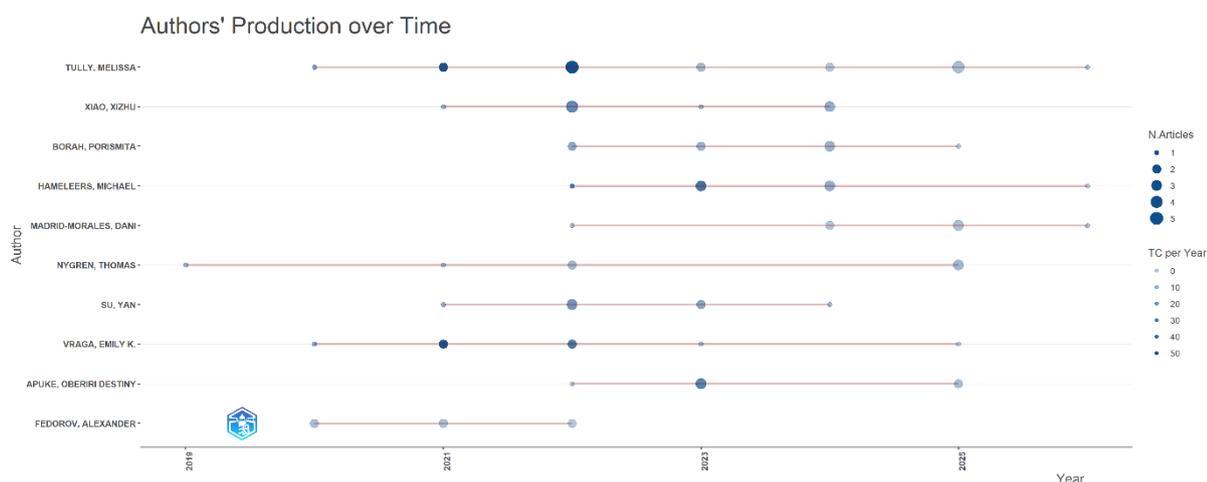
**Fig. 5.** Authors' Production over Time

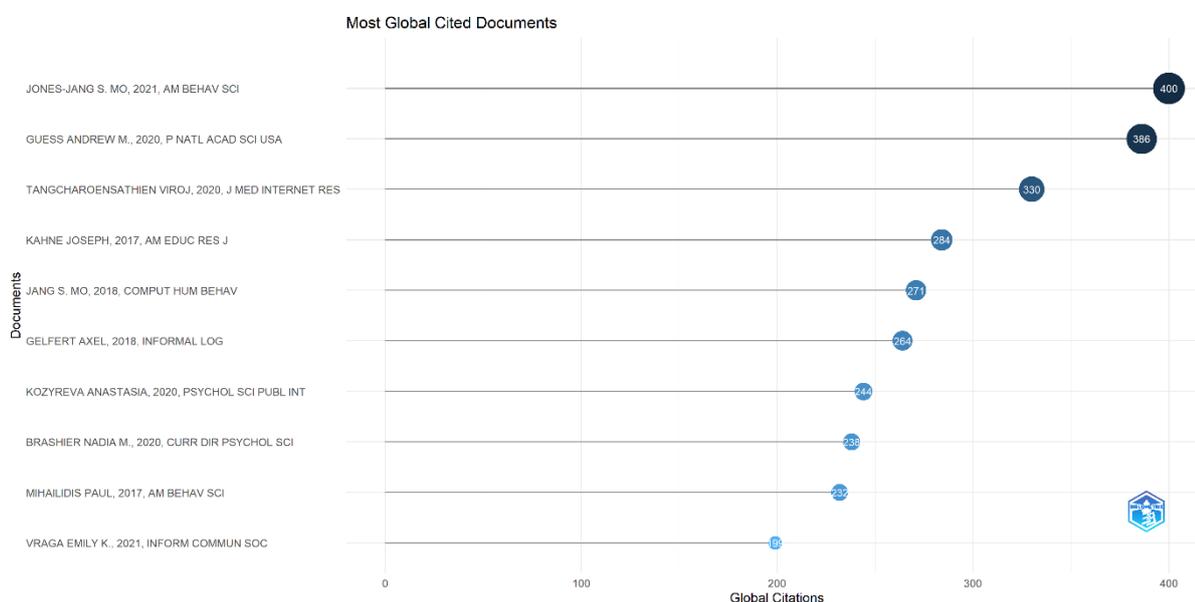
Table 3 summarizes the leading institutional affiliations contributing to the field. As shown in Table 3, the Ministry of Education and Science of Ukraine ranks first with 40 publications, indicating a strong institutional concentration of research activity. Major U.S. institutions, including Washington State University, the State University System of Florida, the University of Iowa, and the University of Washington, also feature prominently, highlighting the central role of the United States in shaping this research domain. European representation is evident through the University of London and Uppsala University, reflecting the field's international reach. Overall, Table 3 demonstrates that scholarly output is driven by a combination of national education bodies

and large university systems, underscoring both institutional capacity and geographic concentration in the production of research.

**Table 3.** Most Relevant Affiliations by Number of Articles

Affiliation	Articles
Ministry of Education and Science of Ukraine	40
Washington State University	29
State University System of Florida	24
University of London	22
University of Iowa	21
University of Washington	20
University System of Ohio	20
Uppsala University	20
University System of Georgia	19
University of Washington Seattle	18

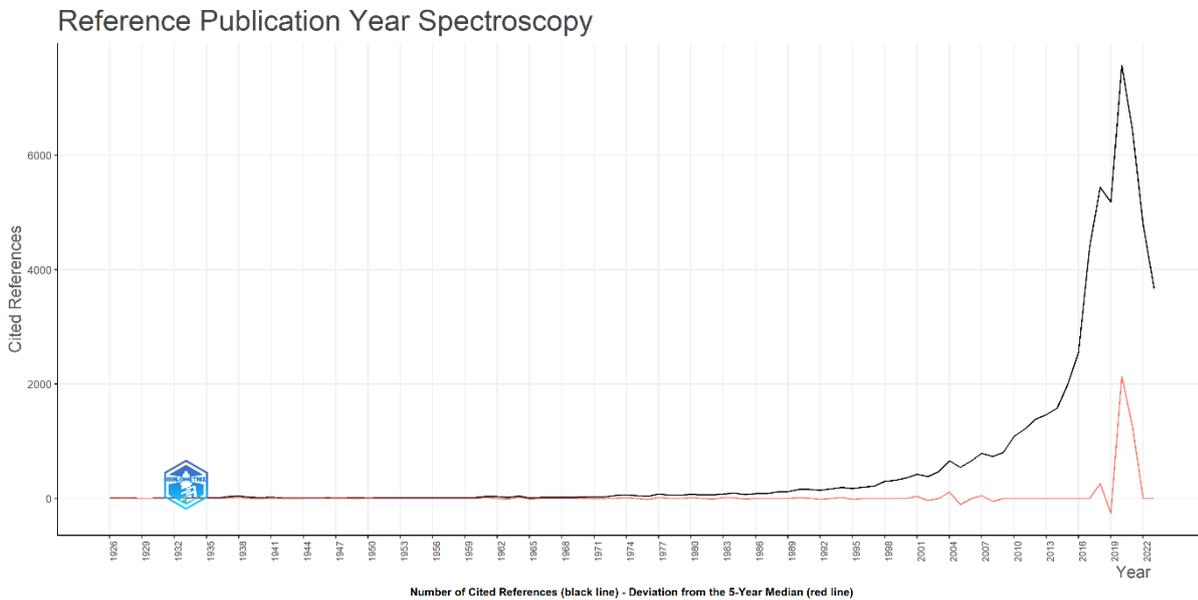
Figure 6 displays the most globally cited documents in the field, highlighting the publications that have exerted the strongest international influence. As shown in Figure 6, Jones-Jang and colleagues' (2021) study in *American Behavioral Scientist* leads the field with 400 total citations and the highest annual citation rate, underscoring its foundational role in shaping contemporary debates on misinformation and media literacy. This is followed closely by Guess et al. (2020) in *PNAS* and Tangcharoensathien et al. (2020) in *Journal of Medical Internet Research*, reflecting the strong impact of behavioral and public-health-oriented research during the misinformation and COVID-19 infodemic period. Overall, Figure 6 indicates that the most influential contributions are concentrated in high-impact, interdisciplinary journals and primarily address misinformation, media literacy, and cognitive or societal responses to digital information disorder.



**Fig. 6.** Most Global Cited Documents

Figure 7 presents the Reference Publication Year Spectroscopy (RPYS) analysis, revealing the historical foundations and key intellectual turning points of the field. As shown in Figure 7, cited references remain sparse and stable until the late 1990s, indicating limited early consolidation. A gradual increase appears from the early 2000s, followed by a sharp and sustained surge after 2015, with pronounced peaks around 2018–2020, reflecting the rapid expansion of research on misinformation, fake news, and digital media. The deviation peaks (red line) identify seminal years associated with foundational theories in communication, social psychology, and media literacy

(e.g., persuasion, social learning, and media literacy frameworks), as well as highly influential contemporary works addressing misinformation and cognitive processing in digital environments. Overall, **Figure 7** demonstrates that the field is grounded in long-standing theoretical traditions but has been decisively reshaped in recent years by the rise of digital communication and misinformation-related scholarship.



**Fig. 7.** Reference Publication Year Spectroscopy

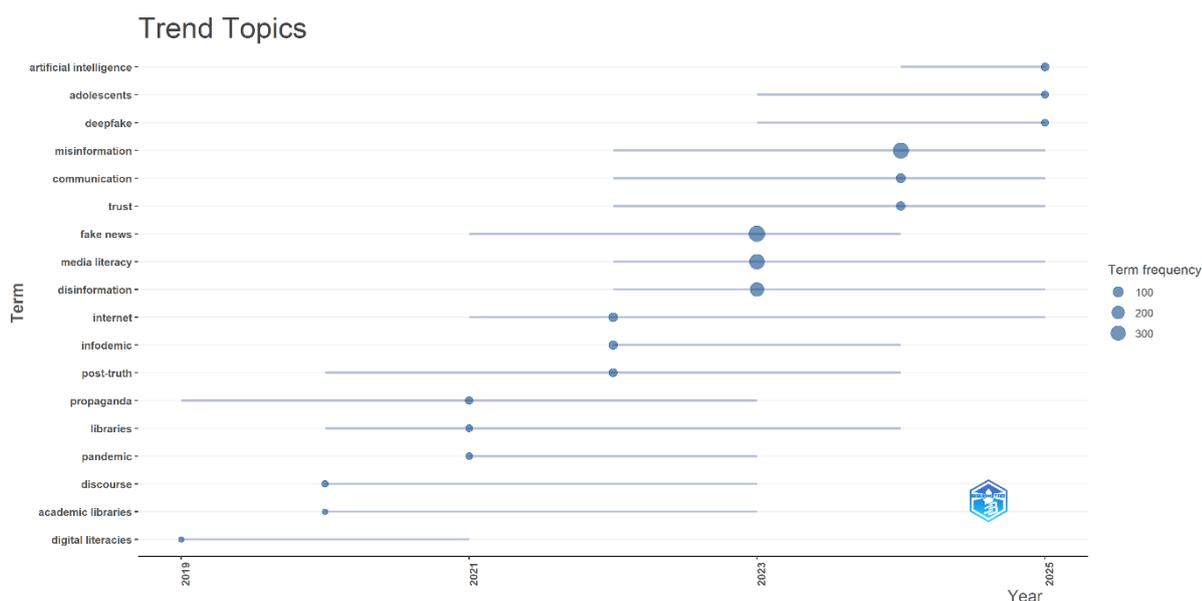
**Figure 8** presents the tree map of author keywords, illustrating the thematic composition and relative prominence of research topics in the field. As shown in **Figure 8**, the literature is strongly anchored around the broad concept of gender, which constitutes the largest thematic block, followed by women entrepreneurs, entrepreneurship, and female entrepreneurship, indicating a dominant focus on gendered perspectives within entrepreneurial research.



**Fig. 8.** Tree map

Closely associated performance-oriented themes such as impact, growth, performance, and business occupy substantial portions of the map, highlighting sustained scholarly interest in outcomes and effectiveness. At the meso-level, keywords including innovation, self-employment, self-efficacy, education, and success reflect an emphasis on individual capabilities and human capital. Smaller but conceptually important clusters, such as networks, family, barriers, determinants, empowerment, access, and institutions, point to structural, social, and contextual factors shaping women's entrepreneurial activity. Overall, [Figure 8](#) demonstrates a mature and diversified research landscape in which core gender–entrepreneurship themes coexist with emerging micro-level (psychological) and macro-level (institutional and contextual) research directions.

[Figure 9](#) illustrates the evolution of dominant research themes over time based on merged keywords. As shown in [Figure 9](#), early attention (2019–2021) centered on foundational concepts such as digital literacies, academic libraries, discourse, and pandemic, reflecting initial concerns with information access and crisis-driven communication environments. A marked thematic shift occurs in 2022, when disinformation, media literacy, and fake news emerge as the most prominent topics, indicating direct and sustained scholarly engagement with information disorder. This focus intensifies in 2023, where misinformation becomes the dominant term, accompanied by communication and trust, signaling a maturation of the field toward understanding societal consequences and communicative dynamics. In the most recent period (2024–2025), [Figure 9](#) highlights the emergence of artificial intelligence, deepfake, and adolescents, pointing to a forward-looking research agenda concerned with technologically advanced forms of misinformation and vulnerable user groups. Overall, [Figure 9](#) demonstrates a clear progression from foundational information concepts to crisis-driven and behavioral concerns, culminating in an emerging focus on AI-mediated misinformation and its social implications.



**Fig. 9.** Trend Topics

[Figure 10](#) presents the thematic clustering based on document coupling, positioning research themes according to their centrality (relevance to the field) and impact (scholarly influence). As shown in [Figure 10](#), misinformation, fake news, and disinformation consistently occupy central positions across clusters, confirming their role as the intellectual backbone of the field. Themes located in the high-centrality and high-impact quadrant, particularly misinformation combined with media literacy and news literacy, represent motor themes, driving the core research agenda and shaping cumulative knowledge development. In contrast, clusters characterized by high impact but relatively lower centrality, such as fake news-focused studies, indicate influential yet more specialized lines of inquiry. Themes with moderate centrality and impact, including media literacy and disinformation, reflect foundational and transversal topics that connect multiple research streams without dominating the field alone. Overall, [Figure 10](#) demonstrates a structurally coherent research landscape in which misinformation-related concepts function as both integrative cores and differentiated clusters, highlighting a mature field with clearly articulated thematic hierarchies.

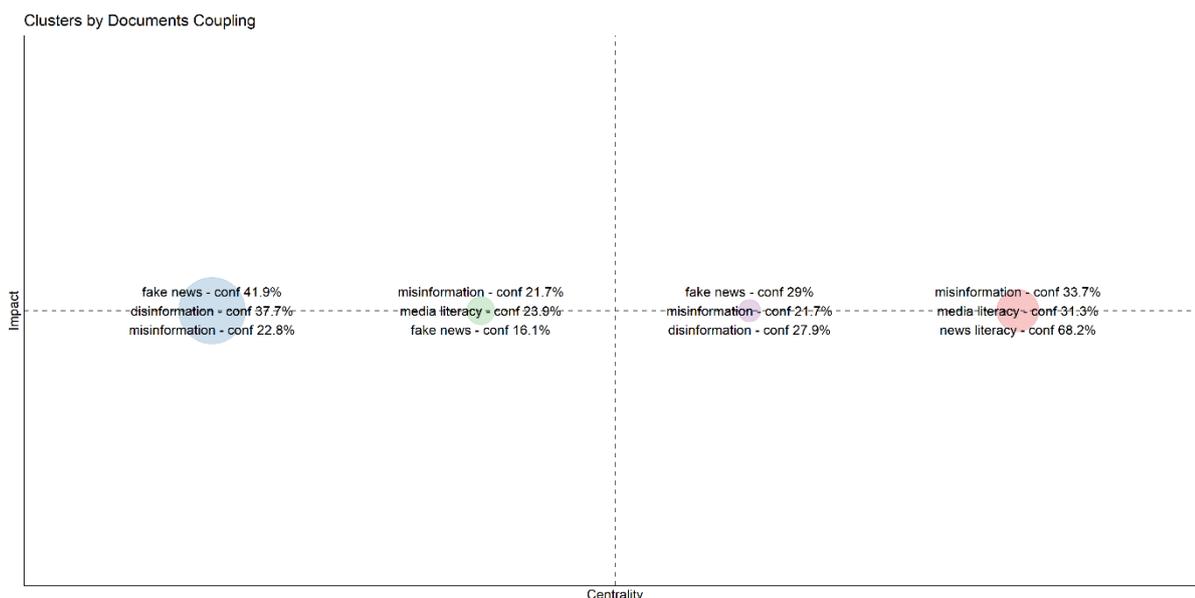


Fig. 10. Clusters by Documents Coupling

Figure 11 presents the thematic strategic map based on centrality and density, outlining the intellectual structure and maturity of research themes in the field. As shown in Figure 11, misinformation, fake news, disinformation, and media literacy constitute the basic themes (high centrality, low density), indicating that they are foundational and widely connected across studies but remain internally diverse rather than conceptually consolidated.

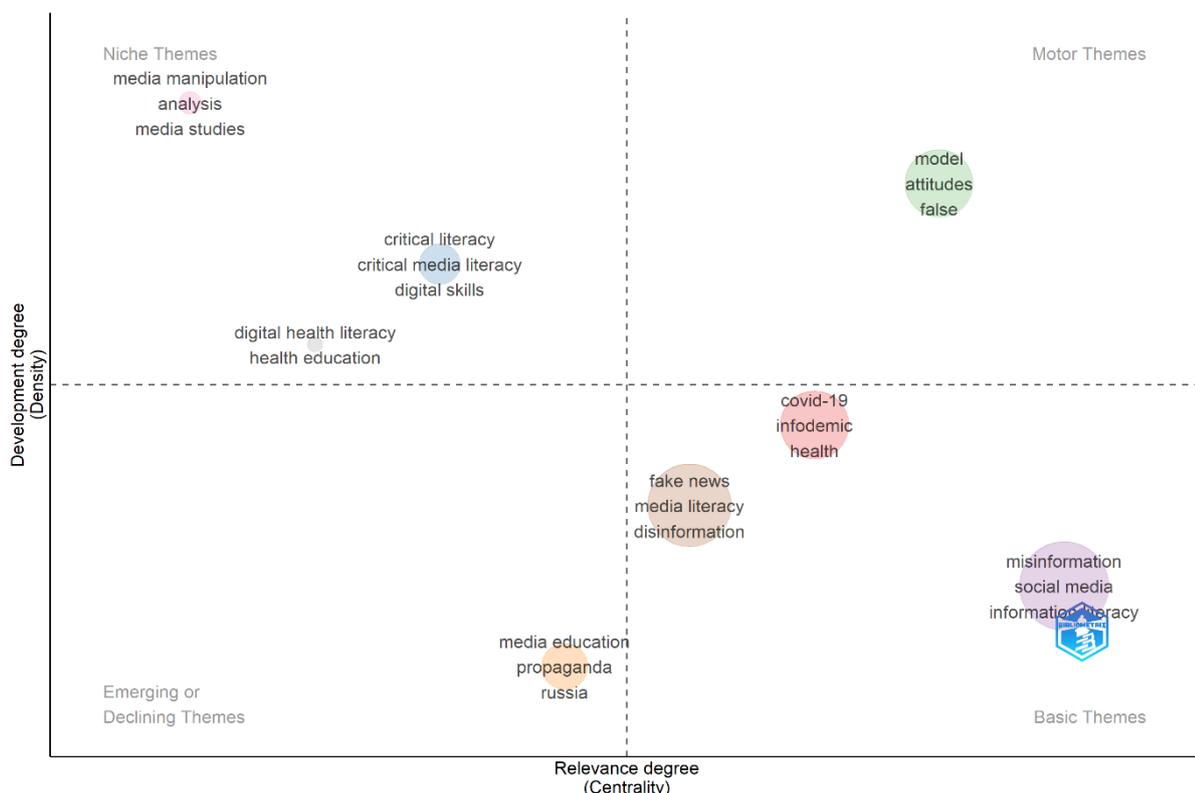
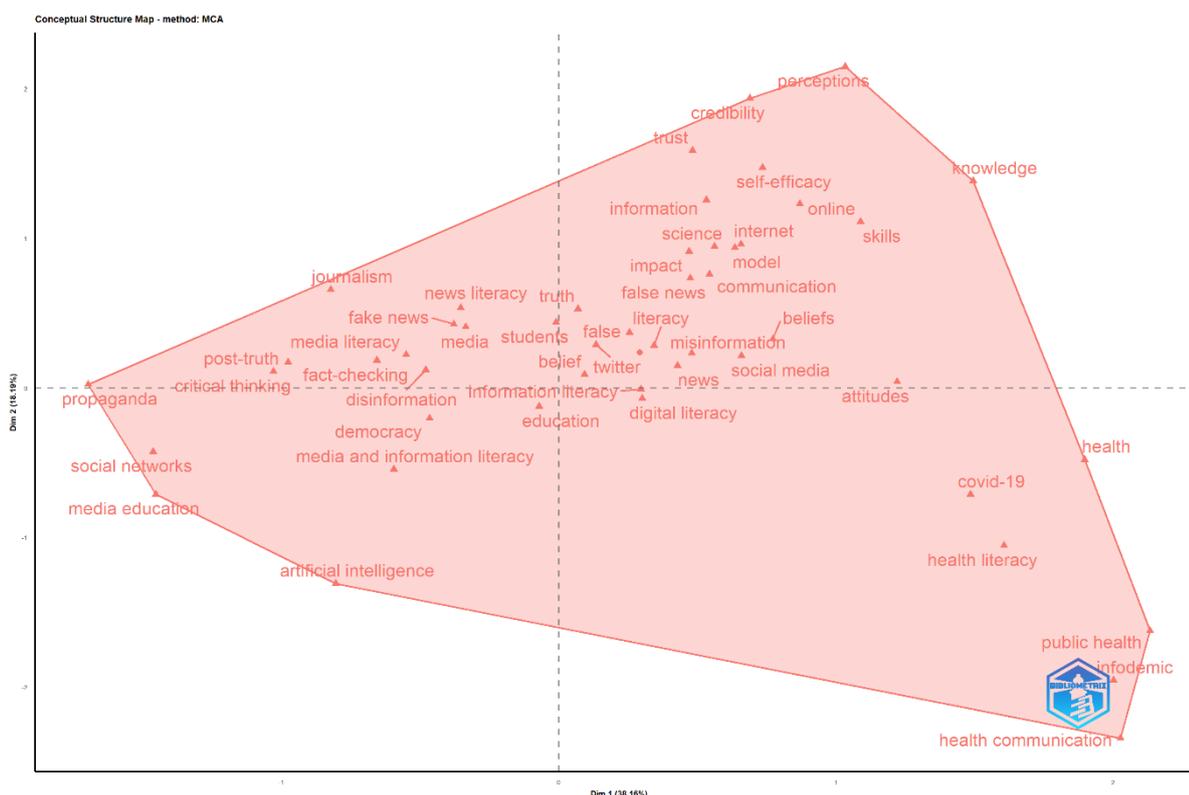


Fig. 11. Thematic strategic map

Two clear motor themes (high centrality, high density) emerge: model-attitudes-false, representing theoretically driven research on belief formation and attitudinal responses to false information, and COVID-19–infodemic–health, reflecting an applied and highly developed body of work stimulated by the pandemic context. Several niche themes (high density, low centrality), such as media manipulation, critical media literacy, and digital skills, denote well-developed but

specialized research streams with limited integration into the broader field. In contrast, emerging or declining themes, including digital health literacy and media education-propaganda-Russia, occupy the lower-left quadrant, suggesting either nascent areas still gaining coherence or highly contextualized lines of inquiry. Overall, **Figure 11** demonstrates a mature research landscape structured around a strong misinformation core, complemented by both theoretically advanced and context-specific thematic developments.

**Figure 12** presents the conceptual structure map generated through Multiple Correspondence Analysis (MCA), revealing the underlying intellectual organization of the field based on highly co-occurring keywords. As shown in **Figure 12**, the horizontal axis (Dim 1; 38.16 % of explained variance) separates a broad societal and educational orientation, characterized by terms such as media literacy, media education, critical thinking, journalism, democracy, and artificial intelligence, from a distinct health-focused orientation, dominated by COVID-19, infodemic, public health, and health literacy. The vertical axis (Dim 2; 18.19 % of explained variance) further differentiates individual-level cognitive and behavioral processes (e.g., perceptions, credibility, self-efficacy, knowledge, skills, and attitudes) from systemic and educational responses emphasizing literacy frameworks and institutional interventions. **Figure 12** also reveals four coherent conceptual clusters: a tightly defined public-health infodemic cluster, an online information processing and individual resilience cluster, a media literacy and critical citizenship cluster, and a more weakly integrated but forward-looking artificial intelligence cluster. Overall, **Figure 12** demonstrates that the field is structured around the intersection of health crises, individual cognitive responses, educational interventions, and emerging technological challenges, highlighting its inherently interdisciplinary nature.

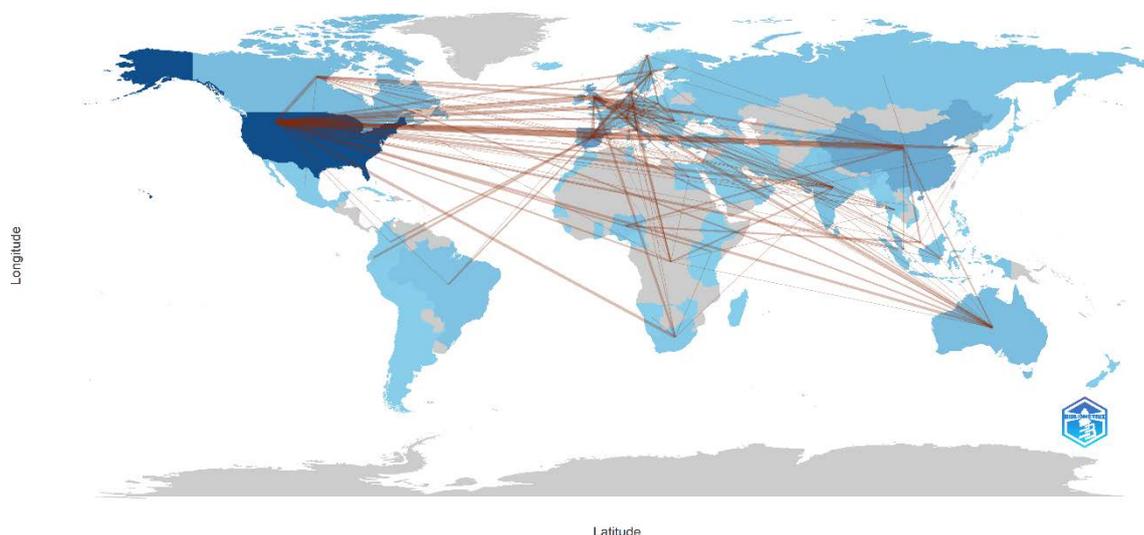


**Fig. 12.** Conceptual Structure Map

**Figure 13** illustrates the global pattern of international research collaboration across countries. As shown in **Figure 13**, the United States emerges as the dominant hub of both scientific production and international co-authorship, exhibiting the highest output intensity and the densest network of collaborative links worldwide. A strong secondary core is formed by Western European countries, particularly the United Kingdom, Germany, France, Italy, Spain, and the Netherlands, characterized by high productivity and dense intra-regional collaboration. Canada and Australia also function as major collaboration nodes, maintaining extensive ties with North America, Europe, and Asia. In East Asia, China, Japan, and South Korea demonstrate substantial research output

and strong transcontinental partnerships, especially with the United States and Europe. In contrast, countries in Latin America, Africa, and parts of South and Southeast Asia show more limited integration, typically connected through hub-and-spoke relationships with the dominant core regions. Overall, [Figure 13](#) reveals a clear core–periphery structure in global collaboration, highlighting the concentration of scholarly influence within a small number of highly interconnected countries.

Country Collaboration Map



**Fig. 13.** Country Collaboration Map

## 5. Conclusion

This bibliometric analysis provides a comprehensive synthesis of how media literacy and disinformation research have evolved into a consolidated yet still unevenly developed field over the past two decades. By mapping publication growth, intellectual foundations, thematic configurations, and global collaboration patterns, the study demonstrates that scholarship has moved beyond definitional debates toward more applied, interdisciplinary, and problem-driven inquiries. The field is now structured around a strong core of misinformation- and disinformation-related research, complemented by theoretically advanced work on attitudes, cognition, and credibility, as well as context-specific streams such as public health infodemics and media education. At the same time, the knowledge architecture revealed in this study underscores persistent asymmetries in geographic representation and institutional influence, indicating that dominant epistemic trajectories continue to be shaped largely by Global North research agendas

More broadly, the findings suggest that media literacy research is at a critical juncture. Emerging themes related to artificial intelligence, deepfakes, and algorithmic mediation signal a shift toward future-oriented challenges that cannot be addressed solely through educational interventions. Instead, the field increasingly demands integrative approaches that connect media literacy with platform governance, public policy, and democratic resilience. By clarifying the structural dynamics and conceptual boundaries of existing scholarship, this study offers an empirical foundation for more comparative, longitudinal, and globally inclusive research. Such efforts are essential if media literacy is to function not only as a pedagogical tool but as a robust societal response to the evolving dynamics of disinformation in contemporary digital environments.

## References

- [Anstead et al., 2025](#) – Anstead, N., Edwards, L., Livingstone, S., Stoilova, M. (2025). The potential for media literacy to combat misinformation: Results of a rapid evidence assessment. *International Journal of Communication*. 19: 2129-2151.
- [Aria, Cuccurullo, 2017](#) – Aria, M., Cuccurullo, C. (2017). Bibliometrix: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*. 11(4): 959-975. DOI: <https://doi.org/10.1016/j.joi.2017.08.007>

- Arik et al., 2016** – Arik, A.O., Parlayandemir, G., Çelik, S. (2026). LLM-based data augmentation for text classification on imbalanced datasets: A case study on fake news detection. *Egyptian Informatics Journal*. 33: 100886. DOI: <https://doi.org/10.1016/j.eij.2026.100886>
- Blair et al., 2024** – Blair, R.A., Gottlieb, J., Nyhan, B., Paler, L., Argote, P., Stainfield, C.J. (2024). Interventions to counter misinformation: Lessons from the Global North and applications to the Global South. *Current Opinion in Psychology*. 55: 101732. DOI: <https://doi.org/10.1016/j.copsyc.2023.101732>
- Boler et al., 2025** – Boler, M., Gharib, H., Kweon, Y.-J., Trigiani, A., Perry, B. (2025). Promoting Mis/Disinformation Literacy Among Adults: A Scoping Review of Interventions and Recommendations. *Communication Research*. Article 00936502251318630. DOI: <https://doi.org/10.1177/00936502251318630>
- Bowles et al., 2025** – Bowles, J., Croke, K., Larreguy, H., Liu, S., Marshall, J. (2025). Sustaining exposure to fact-checks: misinformation discernment, media consumption, and its political implications. *American Political Science Review*. 119(4): 1864-1887. DOI: <https://doi.org/10.1017/S0003055424001394>
- Cook, 2023** – Cook, P. (2023). Beyond “fake news”: misinformation studies for a postdigital era. In: Parker, L. (ed.). *Education in the Age of Misinformation*. Springer International Publishing: 9-31. DOI: [https://doi.org/10.1007/978-3-031-25871-8\\_2](https://doi.org/10.1007/978-3-031-25871-8_2)
- Corbu et al., 2024** – Corbu, N., Frau-Meigs, D., Ionescu, A., Azzoug Montané, J. (2024). Using tools to fight disinformation in and outside the classrooms. In: Frau-Meigs, D., Corbu, N. (eds.). *Disinformation Debunked*. Routledge: 93-118. DOI: <https://doi.org/10.4324/9781003387404-7>
- D'Haenens et al., 2025** – D'Haenens, L., Vissenberg, J., Puusepp, M., Edisherashvili, N., Martinez-Castro, D., Helsper, E.J., Tomczyk, Ł., Azadi, T., Opozda-Suder, S., Maksniemi, E., Spurava, G., Salmela-Aro, K., Sormanen, N., Tiihonen, S., Wilska, T.-A., Hietajärvi, L., Martínez, G., Larrañaga, N., Garmendia, M., ... , Sepielak, D. (2025). Fostering media literacy: a systematic evidence review of intervention effectiveness for diverse target groups. *Media and Communication*. 13: Article 8901. DOI: <https://doi.org/10.17645/mac.8901>
- Donthu et al., 2021** – Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., Lim, W. M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research*. 133: 285-296. DOI: <https://doi.org/10.1016/j.jbusres.2021.04.070>
- Dourado, Santos, 2025** – Dourado, T., Santos, N. (2025). Responsibility of digital platforms to enhance digital literacy. In: Amaral, I., Flores, A.M.M., Basílio de Simões, R., Antunes, E. (eds.). *Critical Literacies and Gender Studies: Navigating media, education, and civic engagement for social justice*. Emerald Publishing Limited: 47-58. DOI: <https://doi.org/10.1108/978-1-83662-594-020251004>
- Effron, Helgason, 2022** – Effron, D.A., Helgason, B.A. (2022). The moral psychology of misinformation: Why we excuse dishonesty in a post-truth world. *Current Opinion in Psychology*. 47: 101375. DOI: <https://doi.org/10.1016/j.copsyc.2022.101375>
- El Mokadem, 2023** – El Mokadem, S.S. (2023). The effect of media literacy on misinformation and deep fake video detection. *Journal of Arab Media & Society*. 35: 53-78.
- Etta et al., 2022** – Etta, G., Galeazzi, A., Hutchings, J.R., James Smith, C.S., Conti, M., Quattrociochi, W., Riva, G.V.D. (2022). Covid-19 infodemic on Facebook and containment measures in Italy, United Kingdom and New Zealand. *PloS One*. 17(5): e0267022. DOI: <https://doi.org/10.1371/journal.pone.0267022>
- Ford et al., 2023** – Ford, T.W., Yankoski, M., Facciani, M., Weninger, T. (2023). Online media literacy intervention in Indonesia reduces misinformation sharing intention. *Journal of Media Literacy Education*. 15(2): 99-123. DOI: <https://doi.org/10.23860/JMLE-2023-15-2-8>
- Gross, Balaban, 2025** – Gross, E.-C., Balaban, D.C. (2025). The effectiveness of an educational intervention on countering disinformation moderated by intellectual humility. *Media and Communication*. 13: Article 9109. DOI: <https://doi.org/10.17645/mac.9109>
- Guerola-Navarro et al., 2023** – Guerola-Navarro, V., Stratu-Strelet, D., Botella-Carrubi, D., Gil-Gomez, H. (2023). Media or information literacy as variables for citizen participation in public decision-making? A bibliometric overview. *Sustainable Technology and Entrepreneurship*. 2(1): 100030. DOI: <https://doi.org/10.1016/j.stae.2022.100030>
- Hameleers, 2022** – Hameleers, M. (2022). Separating truth from lies: Comparing the effects of news media literacy interventions and fact-checkers in response to political misinformation in

the US and Netherlands. *Information, Communication & Society*. 25(1): 110-126. DOI: <https://doi.org/10.1080/1369118X.2020.1764603>

Hameleers, 2023 – Hameleers, M. (2023). The (Un)intended consequences of emphasizing the threats of mis- and disinformation. *Media and Communication*. 11(2): 5-14. DOI: <https://doi.org/10.17645/mac.v11i2.6301>

Huang et al., 2024 – Huang, G., Jia, W., Yu, W. (2024). Media literacy interventions improve resilience to misinformation: a meta-analytic investigation of overall effect and moderating factors. *Communication Research*, Article 00936502241288103. DOI: <https://doi.org/10.1177/00936502241288103>

Miller et al., 2024 – Miller, S., Menard, P., Bourrie, D. (2024). I'm not fluent: How linguistic fluency, new media literacy, and personality traits influence fake news engagement behavior on social media. *Information & Management*. 61(2): 103912. DOI: <https://doi.org/10.1016/j.im.2023.103912>

Nanjundaiah, 2024 – Nanjundaiah, S. (2024). What you see is what you get: invisibility, spectacle and media literacy in the age of digital media. In: Dahiya, S., Trehan, K. (eds.). *Handbook of Digital Journalism*. Springer Nature Singapore: 503-515. DOI: [https://doi.org/10.1007/978-981-99-6675-2\\_43](https://doi.org/10.1007/978-981-99-6675-2_43)

Salaverría et al., 2024 – Salaverría, R., Bachmann, I., Magallón Rosa, R. (2024). Desinformación y confianza en los medios: propuestas de actuación. *Index.Comunicación*. 14(2): 13-32. DOI: <https://doi.org/10.62008/ixc/14/02Yconfi>

Surjatmodjo et al., 2024 – Surjatmodjo, D., Unde, A.A., Cangara, H., Sonni, A.F. (2024). Information pandemic: a critical review of disinformation spread on social media and its implications for state resilience. *Social Sciences*. 13(8): 418. DOI: <https://doi.org/10.3390/socsci13080418>

Taxitari et al., 2025 – Taxitari, L., Sitistas, T., Gavriil, E. (2025). "Disinformation aims to mislead; misinformation thrives in ignorance": insights from experts and non-experts in Greek-speaking Cyprus. *Social Sciences*. 14(3): 133. DOI: <https://doi.org/10.3390/socsci14030133>

Torre et al., 2024 – Torre, L., Jerónimo, P., Amaral, I. (2024). Disinformation, media literacy and journalism: Proposals from journalists in Portugal. *Observatorio (OBS\*)*. DOI: <https://doi.org/10.15847/obsOBS18520242438>

van Erkel et al., 2026 – van Erkel, P.F.A., van Aelst, P., van Nieuwenborgh, J., Vreese, C.H. de, Hameleers, M., Hopmann, D.N. (2026). Combating disinformation with news literacy interventions: an experimental study on the framing effects of news literacy messages. *The International Journal of Press/Politics*. 31(1): 140-160. DOI: <https://doi.org/10.1177/19401612241279534>

Vicari et al., 2024 – Vicari, R., Elroy, O., Komendantova, N., Yosipof, A. (2024). Persistence of misinformation and hate speech over the years: The Manchester Arena bombing. *International Journal of Disaster Risk Reduction*. 110: 104635. DOI: <https://doi.org/10.1016/j.ijdr.2024.104635>

Voitovych et al., 2025 – Voitovych, N., Kitsa, M., Mudra, I. (2025). Media education and media literacy as a factor in combating disinformation. *Journalism and Media*. 6(4): 188. DOI: <https://doi.org/10.3390/journalmedia6040188>

Wasserman, Madrid-Morales, 2022 – Wasserman, H., Madrid-Morales, D. (2022). *Disinformation in the Global South*. Wiley. DOI: <https://doi.org/10.1002/9781119714491>

Wenzel, Stasiuk-Krajewska, 2025 – Wenzel, M., Stasiuk-Krajewska, K. (2025). *Disinformation in Central Europe*. Springer Nature Switzerland. DOI: <https://doi.org/10.1007/978-3-031-76871-2>

Widholm, Ekman, 2024 – Widholm, A., Ekman, M. (2024). Democracy and digital disintegration: Platforms, actors, citizens. *Nordicom Review*. 45(s1): 1-14. DOI: <https://doi.org/10.2478/nor-2024-0005>

Zupic, Čater, 2015 – Zupic, I., Čater, T. (2015). Bibliometric Methods in Management and Organization. *Organizational Research Methods*. 18(3): 429-472. DOI: <https://doi.org/10.1177/1094428114562629>