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DIGITAL EDUCATION RESOURCES FOR MEDIA LITERACY DEVELOPING: UKRAINIAN AND INTERNATIONAL EXPERIENCE

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ABSTRACT

The article examines contemporary digital education resources that contribute to the development of media literacy in Ukrainian and international contexts. Rapid technological progress, the spread of misinformation, and the emergence of synthetic media have intensified the need for effective media-literacy education. The study analyses a wide range of digital tools, including online courses, interactive platforms, methodological guides, and professional development programs. It evaluates their potential to strengthen critical thinking, information verification skills, and digital safety. Through content analysis and comparative review, the research highlights the pedagogical value, structural features, and thematic focus of key resources, including national media-literacy initiatives, international MOOCs, fact-checking guides, and professional educator programmes.

The findings demonstrate that digital resources offer accessible, scalable, and practice-oriented opportunities for enhancing information resilience among diverse learner groups. Both Ukrainian and global experiences underscore the importance of integrating media literacy into formal and non-

formal education, as well as adapting instructional strategies to emerging digital threats, including deepfakes and algorithmically curated content. The study concludes that continuous innovation, cross-sector collaboration, and systematic support are essential for building an informed and resilient society capable of resisting manipulation in the digital information environment.

Keywords: *digital education resources; media literacy; critical thinking; information resilience; misinformation.*

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INTRODUCTION

The rapid development of digital technologies and the transformation of global communication practices have fundamentally changed the way individuals access, evaluate and share information. These sweeping changes have led to international concern about misinformation, disinformation, manipulative digital content, and synthetic media. These factors erode public trust, distort democratic processes, and threaten the stability of modern information ecosystems. Researchers are increasingly highlighting the fact that even individuals who frequently use the internet, including teenagers and students, often struggle to assess the reliability of online content and identify persuasive digital techniques employed in commercial or political communication (Buckingham, 2019; Lin et al., 2024). The spread of deepfakes, AI-generated visuals, and algorithmically curated media feeds further complicates the public's ability to navigate their media environment critically (Albardía et al., 2025; Gordon et al., 2025). These challenges underscore the importance of making media literacy a key 21st-

century competency and a vital component of civic resilience. International organisations and researchers consistently emphasise the importance of media literacy for safeguarding democratic societies and fostering informed participation in digitally mediated public life (Anstead et al., 2025; European Commission, 2018). Besides, well-designed media literacy interventions enhance critical thinking and fact-checking abilities, positively influencing behavioural and psychosocial outcomes such as emotional well-being, responsible online engagement and reduced susceptibility to manipulation (Eyal, 2024; Gordon et al., 2025). At the same time, comparative analyses reveal that media literacy programmes must be tailored to specific cultural, infrastructural and socio-political conditions, given that levels of access, digital inequalities and media ecosystems vary widely across regions (Boshoff, 2024; Polat et al., 2025).

In Ukraine, the need to strengthen media and digital literacy has become especially acute amid ongoing information warfare, the proliferation of propaganda and increasingly sophisticated disinformation campaigns. National studies emphasise the importance of fostering media-critical competencies among educators, students, and the public to ensure information security, enhance societal resilience, and support the country's strategic communication priorities during wartime (Buchatska et al., 2024; Mospan, 2023; Pokulyta & Sotska, 2025). Digital education resources, such as online courses, interactive platforms, fact-

checking guides, multimedia modules, and professional development programs, play a pivotal role in equipping learners with the practical tools needed to identify manipulation, verify information, recognise bias, and navigate digital risks (Mospan et al., 2022; Petrushkova, 2023; Stoika, 2023).

This article aims to contribute to a deeper understanding of how digital media education tools can support the development of an informed, resilient and critically engaged society in the digital age.

RESEARCH OBJECTIVES

The primary objective of this study is to analyse how modern digital education resources contribute to the development of media literacy across different educational contexts. This involves examining the extent to which such tools strengthen critical thinking, information verification skills, and digital safety, as well as assessing their role in enhancing information resilience in an era of rapid technological change and widespread misinformation. A further objective is to compare national and international approaches to digital media-literacy education to identify common trends, effective practices, and innovative instructional methods. Besides, the study aims to outline strategic directions for improving media-literacy development and ensuring that educational systems remain responsive,

adaptable, and aligned with global standards of digital competence.

RESEARCH METHODS

The study employs a set of theoretical research methods consistent with its aim of analysing contemporary digital education resources for the development of media literacy. The authors apply *content analysis* to examine the structure, thematic focus, and pedagogical value of various online courses, methodological guides, interactive materials, and professional development programs presented on national and international educational platforms. In addition, the article employs comparative analysis to juxtapose Ukrainian and global practices in media literacy education, identifying shared trends, distinctive features, and areas of convergence. The research is further grounded in *systematisation and generalisation***,** enabling the synthesis of findings from multiple sources and the formulation of overarching conclusions regarding the effectiveness, relevance, and pedagogical potential of digital tools for fostering media literacy in formal and non-formal learning environments.

RESEARCH RESULTS

This section begins with an overview and analysis of digital education courses, which could be beneficial as an effective digital education resource for developing media literacy. The *Diia Education* (https://osvita.diia.gov.ua/en/search?page=1), an educational portal,

offers online courses in the format of educational miniseries. These courses are designed to strengthen information literacy and critical thinking skills within the contemporary information environment. In particular, the course ***Media Literacy in Times of Pandemic***, created by the Ministry of Digital Transformation of Ukraine in cooperation with UNICEF and supported by USAID, introduces users to the basic principles of identifying fake news, manipulative techniques, and conspiracy theories. Special attention is devoted to the challenges that emerged during the COVID-19 pandemic. Across six episodes, the course addresses key aspects of critical thinking, information verification, and visual content analysis. The material is available in both Ukrainian and English, concludes with a final test, and is valued at 0.1 ECTS credits. Its target audience is broad, ranging from school students to older adults (Media Literacy in Times of Pandemic, 2025).

Another relevant course is ***How to Protect Yourself from Fakes and Disinformation***, which consists of ten dialogue-based episodes. Host Sviatoslav Hrynchuk, along with leading experts, explores topics related to conspiracy theories, visual fakes, social media community standards, personal data protection, and information security issues. The course was developed on the *Diia Education* (https://osvita.diia.gov.ua/en/search?page=1). Education platform as part of a comprehensive EU-supported information and educational campaign aimed at countering disinformation. Participants acquire competencies in information literacy, fact-checking, critical thinking, and digital security. The course is intended for active citizens and, like the previous one, is valued at

0.1 ECTS credits (How to protect yourself from fake news and misinformation, n.d.).

Particular attention should be given to the interactive course *Very Verified: Online Course on Media Literacy*, developed by the international organisation IREX in partnership with the online education studio EdEra, among digital education resources for developing media literacy skills. This ten-episode educational series, supplemented with articles and interactive tasks, are designed to develop skills for identifying fake news, manipulative content, and the activity of bots and trolls. It also introduces methods for verifying headlines, images, and videos, as well as strategies for overcoming the influence of information bubbles. The course is implemented within the Learn to Discern project, supported by the U.S. Embassy, the British Embassy, the Ministry of Education and Science of Ukraine, and the Academy of Ukrainian Press. The content is intended for a wide audience, regardless of age or profession. The course carries 0.2 ECTS credits and integrates competencies in information literacy, critical thinking, and data literacy (Very Verified: Media Literacy Online Course, n.d.).

Among the media-literacy-related offerings is ***Spotting Misinformation Online***, a short course by Andrew Seaman that trains learners to evaluate the credibility of online information. Participants receive practical guidance on verifying news, reviews, medical data, and other types of content, as well as an introduction to free fact-checking tools.

Another course, ***Develop Media Literacy*** by Garrick Chow, focuses on building foundational digital skills. The topics include safe information searching, recognising online fraud, collaborating through cloud services, sharing digital content, and communicating effectively in online environments.

Digital Sustainability: How to Reduce Your Digital Footprint, taught by Lorena Díaz Quijano, addresses sustainable digital consumption. Learners explore the environmental impact of digital activity and receive recommendations for reducing their digital footprint in everyday and professional contexts, which indirectly contributes to strengthening overall media literacy.

The introductory course ***Understanding the Impact of Deepfake Videos***, offered by Ashley Kennedy, explains how deepfake videos are created, their potential risks and uses, and the tools available for detecting manipulated content. It also provides guidance on counteracting manipulative video materials.

Deepfakes Decoded: Navigating Disinformation in the Digital Age, taught by Edward Delp, examines the technologies behind manipulative media. The course discusses the social, political, and informational threats posed by deepfakes, presents modern detection techniques, and analyses their impact on the perception of truth in the digital era. Collectively, these courses contribute to the development of critical thinking, digital and media literacy, and a more conscious engagement with the information environment.

An additional digital education resource for developing skills in working with visual information is the *guide* ***Fake / Not Fake: How to Verify a Photo,*** available on the Diia portal. This methodological resource contains practical recommendations for identifying manipulated images. It highlights the importance of paying attention to physical coherence (perspective, shadows, proportions, reflections), cultural and geographical context (architecture, weather conditions, signage, vehicle licence plates), as well as typical markers of manipulative content such as emotionally charged headlines ("SHOCK!" or "Urgent!") and questionable sources. The guide also provides instructions for using specialised image-verification tools such as Google Search by Images, TinEye, FotoForensics, and others. These tools help identify the source, detect signs of editing, and retrieve technical information, including metadata, geolocation, and camera parameters. The guide is a convenient resource for anyone seeking to strengthen their critical-thinking skills and improve their ability to navigate visual content in the digital age (Fake or not fake: How to verify a photo, n.d.).

The next section outlines platforms used for media literacy development. The online educational platform **LinkedIn Learning** (https://www.linkedin.com/learning/) offers access to a diverse range of professional courses across various fields, designed to develop skills and enhance qualifications. Users may take advantage of one month of free access after registration, followed by the option to purchase an individual or group

subscription at a later time. Upon completion of a course, participants receive a certificate.

The **TED** (2025) platform offers a range of resources aimed at developing media literacy among educators and the broader public. These include thematic video collections and talks that address key aspects of media consumption, critical analysis, and content creation. The collection ***"How to Pop Our Filter Bubbles"*** (9 talks) explores strategies for escaping the informational bubbles created by social media and news feeds, aiming to gain a more comprehensive understanding of the world. The series ***"The Pros and Cons of Screens"*** (7 talks) highlights both the advantages and risks associated with digital life. The ***"Media with Meaning"*** collection (12 talks) features stories of individuals who create meaningful media – from feature films to forms of citizen journalism. These talks demonstrate examples of media content produced by authors committed to social relevance and depth.

Several talks have a distinctly practical orientation. In ***"How to Spot Fake AI Photos"***, digital forensics expert Hany Farid provides guidance on identifying errors and inconsistencies in AI-generated images. In ***"How to Choose Your News"***, Damon Brown explains how news is produced and how to distinguish facts from opinions or disinformation. Alex Edmans, in ***"What to Trust in a 'Post-Truth' World"***, offers practical tools for mitigating biases and identifying credible sources. Meanwhile, Hamish McKenzie in ***"This Is What the Future of Media Looks Like"*** analyses emerging trends in independent media and the role of

audiences in sustaining high-quality content (Media. A collection of TED Talks (and more) on the topic of Media, n.d.).

In addition to video materials, TED has developed the **TEDx Fact-Checking Guide**, a detailed manual for speakers and organisers of TEDx events. The guide emphasises the importance of verifying empirical claims, establishing criteria for reliable sources, identifying common risks associated with misinformation, and providing recommendations for interaction with presenters. Special attention is given to topics that are particularly challenging for fact-checking – alternative medicine, health-related claims, experimental research, and pseudoscientific statements. The guide promotes a culture of responsible engagement with media and fosters trust in public communication (TED, n.d.)

EdEra (https://ed-era.com/) is a Ukrainian online platform that offers high-quality educational products in the form of short video lectures accompanied by summaries, tests, and interactive tasks. The courses cover a wide range of topics, including media literacy, and are available both free of charge and on a paid basis. Learning takes place at a flexible pace, and participants receive a certificate upon completion. EdEra combines thorough research into the educational process with modern instructional design, ensuring both effectiveness and strong learner engagement. This platform offers contemporary educational products in the form of concise video lectures, accompanied by notes, tests, and interactive activities. Its courses address a broad spectrum of

relevant issues, including the development of media literacy, critical thinking, and digital competencies. Training is self-paced, and each completed course results in a certificate. The platform integrates a research-based approach to pedagogy with modern design solutions, facilitating effective knowledge acquisition for diverse groups of learners. Within the field of media education, this platform offers the following free online courses.

In 2024**,** at the initiative of the Ministry of Education and Science of Ukraine, in partnership with the international organisation IREX and with the support of the U.S. Embassy, the updated online course ***Very Verified 2.0*** was launched – a modern educational resource aimed at developing media literacy (Very Verified: Media literacy online course, n.d). The course addresses the challenges posed by information warfare, disinformation, and propaganda, all of which have a direct impact on Ukrainian society during wartime, which helps users understand whom and why they should trust within today's media landscape. It consists of several modules that explain key concepts of media literacy, including how manipulations work, which emotional triggers are used in fake news, how to recognise propaganda, distinguish facts from opinions, and verify sources, images, and videos. Special attention is given to artificial intelligence, social-media algorithms, and digital security. Additional courses include:

- ***Think Twice!*** **–** a course aimed at developing critical thinking. It helps learners build skills in logical analysis, identify cognitive biases and fallacies, and understand the difference

between facts and judgments. It is recommended for adolescents, educators, and representatives from civil society.

- ***Media Literacy Hours*** – a training course for educators that includes ready-made lessons, methodological materials, presentations, and interactive resources for teaching media literacy in schools (Grades 5-11). The materials align with the national curriculum and help foster students' resilience to disinformation.
- ***This Is Not Clickbait!*** – a course for journalists, editors, SMM specialists, and all content-related professionals. It aims to teach the accurate interpretation of sociological research, the avoidance of manipulative survey-based techniques, and the responsible handling of data.
- ***Personal Data Protection*** – a course designed for individuals working with personal information in digital environments. It covers the legal foundations of data protection, cyber hygiene, password security, and responses to data breaches. It is beneficial for employees in the education, healthcare, and public sectors.

Courses available on the EdEra platform address the needs of contemporary society in terms of enhanced information security and the development of responsible media consumption habits. They are designed with consideration of learners' age and professional characteristics, making them an effective tool within both formal and non-formal education systems.

Within the broader context of professional development for educators and academic staff in Ukraine, an important role is played by the Centre for Human Resource Development at Sumy State University (2025), which currently offers 115 professional-development programs ranging from 1 to 6 ECTS credits. Among them, two programs stand out for their focus on developing digital and media literacy.

The first programme, *Media Literacy, or Why One Should Not Believe Everything in Today's Information Society* (30 hours / 1 ECTS credit, distance format), is designed to develop the ability to analyse, critically evaluate, and recognise disinformation in the media environment. The curriculum addresses the nature of fake news, various manipulative techniques, the specifics of how false information spreads on social media, journalistic ethical standards, and the challenges of the post-truth era. The expected learning outcomes include the ability to use modern information-search systems, identify manipulative content, and apply fact-checking principles.

The second programme, *Security in the Digital Society and Educational Environment* (30 hours / 1 ECTS credit, distance format), focuses on the fundamentals of cyber hygiene, protection of personal and corporate data, countering cyber threats, and safe use of online resources, social networks, and email. Special attention is given to identifying and countering fake information in the media, as well as protecting digital devices and educational resources. The learning outcomes include developing safe

behaviour skills in the digital space, understanding ethical norms of technology use, and recognising manipulation within the information environment.

Both programmes are supported with modern resources, including access to presentation materials, interactive learning formats, and qualified instructional support. Upon completion, participants receive an official professional-development certificate.

Notably, the nationwide online conferences *Priorities in Education: Information Hygiene and Media Literacy* (2022), *Priorities in Education: Internet Safety During Wartime* (2023), *Internet Safety – New Challenges for Educator* (2024), *Internet Safety: Protecting Students and Teachers in the Digital Space* (2025), and *Education in the Age of AI: Media Literacy and Critical Thinking* (2025) provide valuable insights from subject teachers, media-literacy specialists, and internet safety experts. These events offer up-to-date recommendations on safe online behaviour and the creation of a secure digital learning environment.

The webinar *Online Tests and Media Literacy: Teaching and Developing* aims to enhance teachers' awareness of integrating media literacy into the educational process through modern digital tools. Participants deepen their understanding of key media-literacy concepts, revisit the basics of safe online behaviour, and explore effective ways to use online tests to develop students' critical thinking and informational resilience. Particular attention is given to hands-on practice, enabling

participants to create their own subject-specific online tests, which can serve as an effective tool for developing skills in media analysis, fact-checking, and detecting misinformation.

The webinar *Developing Critical Thinking and Media Literacy in English Language Lessons* focuses on fostering these skills within the school setting. Participants engage with both theoretical foundations and practical approaches to integrating media education components into English language instruction, particularly when teaching topics such as advertising. Special emphasis is placed on blended learning and the use of online courses offered by leading global universities (MOOCs) as instruments for enhancing students' digital, linguistic, and information-communication competencies. During the webinar, educators receive practical recommendations for helping students critically evaluate media content, identify manipulative techniques, and make informed decisions.

As part of efforts to strengthen students' information resilience and critical thinking, a range of supplementary materials is offered, providing practical advice and tips for developing media literacy. Among these resources, the publication *"Media Safety and Media Literacy"* introduces readers to the basic concepts of information security and strategies for protecting oneself from manipulation. The resource *"Media Literacy and Critical Thinking: Practical Exercises for Every Lesson"* presents activities that help integrate media-content analysis skills into any subject area, while *"Developing Media Literacy"* addresses issues

of information security, explains the relevance of media education, and offers engaging exercises for students.

The publication *"Media Literacy: Strengthening Students' Information Immunity"* focuses on strategies for enhancing critical thinking. The resource *"Lessons in Media Literacy"* teaches learners how to analyse news messages and identify fake information, and *"Media Literacy: Strengthening Students' Information Immunity"* supports the development of responsible media behaviour. Altogether, these materials serve as valuable resources for educators seeking to diversify the learning process and make students more resilient to manipulative content.

In 2025, one of the most relevant professional development opportunities for teachers and academic staff is the course *Media-Literate Teacher – Media-Literate Student* (100 hours). The programme aims to develop the competencies required for effective and safe engagement with information in the modern educational environment. Key components of the course include fostering critical interpretation of information with consideration of children's developmental characteristics, preparing teachers to work with media content, mastering the fundamentals of information security, and adhering to principles of safe internet use. The course supports the development of information literacy as one of the essential skills of the 21st century, contributing to the creation of a safe educational environment.

The National Association for Media Literacy Education (NAMLE) is a leading U.S. non-governmental organisation

dedicated to the advancement of media education. Its activities include developing instructional materials, organising professional development for educators, shaping public policy in the field of media literacy, and fostering partnerships among educational institutions, media organisations, researchers, and civil society groups. NAMLE strives to ensure that every individual can consume, create, and disseminate information in the digital environment critically, consciously, and responsibly (National Association for Media Literacy Education, 2025).

NAMLE's free resources section offers a wide array of materials to support media education: teaching guides, lesson plans, assessment tools, and interactive projects for school and university students. Key thematic areas include disinformation, digital literacy, cybersecurity, media analysis, and content creation. These resources are designed for teachers, parents, students, and researchers and are available in various formats, including PDFs, videos, and interactive presentations. They facilitate the integration of media literacy into both formal and non-formal education.

One of the association's major initiatives is the annual NAMLE Conference, which brings together educators, researchers, librarians, teachers, civil society activists, and policymakers working in the field of media literacy. In 2025, the conference was held on 11-12 July in a hybrid format, combining online participation with in-person attendance at several locations in Chicago. The event covered a broad range of topics – from

integrating media education into school curricula to addressing challenges of the digital age, such as artificial intelligence, disinformation, memes, ethical news consumption, inclusion, and environmental sustainability in media.

Participants had the opportunity to engage in panel discussions, thematic sessions, masterclasses, and workshops. The programme featured presentations on critical-thinking practices, methods of multimedia-based instruction, approaches to assessing media literacy within the educational process, and contemporary learning technologies. The NAMLE Conference serves as an important platform for exchanging experiences, developing innovations, and supporting the global movement toward the sustainable implementation of media education.

U.S. Media Literacy Week is an annual national educational initiative organised by the National Association for Media Literacy Education each October (27-31 October 2025). Its goal is to raise public awareness of the importance of media literacy as a key 21st-century skill. Throughout the week, a variety of events are held across all U.S. states, including webinars, panel discussions, presentations, school activities, and professional networking events.

Each day of the week is thematically dedicated to a specific aspect of media literacy, including information access, analysis, critical evaluation, media-content creation, and participation in the media environment. Educators, librarians, researchers, civil society organisations, and government institutions come together to promote

practical tools and resources that foster critical thinking, responsible information consumption, and content creation. The initiative encompasses both formal and non-formal education, contributing to the global dialogue on countering disinformation and strengthening digital resilience (NAMLE, 2025).

EdX (https://www.edx.org/) is an international online learning platform founded by the Massachusetts Institute of Technology and Harvard University, offering access to over four thousand courses from universities and companies worldwide. It encompasses a broad range of fields, from science and technology to business and the humanities. Users can learn at their own pace, earn certificates upon course completion, and enrol in online bachelor's and master's programmes. The platform also supports the development of digital and media literacy. In particular, the following courses are of interest.

The course ***"Social Media: How Media Got Social"***, offered by Curtin University, spans four weeks (2-3 hours per week) and examines the origins of social networks, their impact on everyday life, and the transformation of communication practices. Instructors Tama Leaver and Gwyneth Peaty examine how digital platforms have transformed information exchange – an especially pertinent context for understanding the dissemination of misinformation. The course helps develop critical thinking within the media environment.

The course ***"Media and Digital Policy in Africa",*** designed for a four-month study period (3-5 hours per week),

examines issues related to freedom of expression, access to information, digital rights, and media literacy within the African context. The programme addresses media regulation, the impact of artificial intelligence, strategies for combating disinformation, and the significance of civic participation in shaping democratic information policy. This course is useful for those interested in comparing regulatory approaches, levels of media literacy, and the challenges of the digital age across Africa, Ukraine, Europe, and other regions.

In October 2024, the Ministry of Culture and Strategic Communications of Ukraine, together with the *Filter* project and international partners (IREX, USAID, UNDP, Zinc Network, and the Embassies of the United States, Japan, and the United Kingdom), organised the national ***#TestYourMediaLiteracy*** initiative for the third time as part of Global Media and Information Literacy Week.

The test consisted of 25 questions divided into five thematic blocks: basic media literacy and information space concepts, social media, information credibility and influence, fact-checking skills, and cybersecurity and digital hygiene. More than 80,000 people completed the test on 17 October, marking the highest level of participation in its history. Results showed that 87% of participants correctly identified fake news, but only 7% answered questions on journalistic standards correctly. In total, 6% of respondents achieved an “advanced media literacy” level, while

the largest group (53%) answered 12–23 questions correctly and received a "beginner" designation (Kachkovska, 2024).

Every participant received an electronic certificate. In addition, the 50 top performers received prizes such as books, chargers, and media games.

The test is designed to provide a large-scale assessment of media literacy levels, raise public awareness about the mechanisms of disinformation and media manipulation, mobilise society in the context of information warfare, and strengthen critical thinking and digital culture across different age groups. This initiative represents an important step toward implementing Ukraine's Information Security Strategy, as it unites government institutions and international partners, engaging pupils, students, educators, civil servants, and journalists in building information protection and critical resilience.

CONCLUSIONS

The analysis of contemporary digital educational resources indicates that media literacy has become a fundamental prerequisite for cultivating critical thinking, information resilience, and responsible engagement in digital environments. Significant progress has been made in creating accessible, practice-oriented tools that support learners of all ages, from school students to educators and the broader society. These tools include a diverse range of online courses, methodological guides, interactive learning activities, and

professional development programs that enhance the ability to navigate misleading information, identify manipulative techniques, and strengthen digital safety.

International experience underscores the importance of diverse instructional formats, global perspectives, and innovative methodological approaches to media literacy. Globally, educational initiatives are placing increasing emphasis on the growing importance of critical engagement with information, particularly in the context of rapid technological development, the proliferation of synthetic media such as deepfakes, and the expanding influence of artificial intelligence on information production and dissemination. Collectively, these developments emphasise the necessity for continuous innovation in media-education practices.

The findings of this study demonstrate that integrating digital education resources into both formal and non-formal learning environments has a significant impact on the effectiveness of media literacy education. Contemporary courses are now responsible not only for providing students with a theoretical foundation, but also for cultivating practical competencies essential for navigating complex digital ecosystems. These competencies include verifying sources, analysing visual materials, recognising misinformation, and understanding the ethical norms of media creation.

A key conclusion of this analysis is that media literacy education must be responsive and adaptable to changing needs. As

digital technologies evolve and disinformation strategies become more sophisticated, educational approaches must be regularly updated to incorporate interactive components and align with global standards of information security and digital competence.

A comprehensive review of national and international experiences reveals that the sustained development of media literacy depends on systemic support, cross-sector collaboration, and the active involvement of educators, students, researchers, and policymakers. Strengthening media literacy at all levels of education is crucial in building an informed and resilient society capable of confronting disinformation and participating responsibly in the global information landscape.

PROSPECTS FOR FURTHER RESEARCH

Future research on digital resources for media literacy development should focus on evaluating the actual effectiveness of specific online courses, interactive platforms, and fact-checking tools in enhancing learners' critical thinking and information verification skills. Empirical studies using diagnostic assessments or observational methods would help determine which formats are the most effective in different educational contexts. Further investigation is also needed into how digital media literacy tools can be more systematically integrated into school and university programmes, including the level of teachers' preparedness and the institutional conditions that influence adoption. In addition, as AI-generated content and

deepfake technologies rapidly evolve, researchers should explore how these new challenges reshape media-literacy requirements and what pedagogical approaches best support learners' ability to navigate complex digital environments. Finally, comparative studies across countries could provide valuable insights into effective strategies for enhancing media literacy in Ukraine and aligning national practices with global trends.

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ЦИФРОВІ ОСВІТНІ РЕСУРСИ ДЛЯ РОЗВИТКУ МЕДІАГРАМОТНОСТІ: УКРАЇНСЬКИЙ ТА МІЖНАРОДНИЙ ДОСВІД

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Стаття присвячена аналізу сучасних цифрових освітніх ресурсів, що сприяють розвитку медіаграмотності в українському та

міжнародному контекстах. Стрімкий розвиток цифрових технологій, поширення дезінформації, маніпулятивного контенту та синтетичних медіа суттєво актуалізують потребу у формуванні критичного мислення та навичок безпечного орієнтування в інформаційному середовищі. У дослідженні розглянуто широкий спектр цифрових інструментів – онлайн-курси, інтерактивні платформи, методичні посібники, професійні програми підвищення кваліфікації – та проаналізовано їхній потенціал у формуванні стійкості до дезінформації, умінь перевірки фактів, аналізу медіаконтенту та цифрової безпеки.

Методами контент-аналізу та порівняльного огляду визначено педагогічну цінність і структурні особливості провідних ресурсів, зокрема українських освітніх ініціатив, міжнародних масових онлайн-курсів, гайдів із фактчекінгу та програм для освітян. Виявлено, що цифрові освітні ресурси пропонують доступні та масштабовані можливості для розвитку медіаграмотності серед різних вікових і професійних груп, сприяючи інтеграції практичних навичок критичного аналізу у формальну й неформальну освіту.

Результати дослідження засвідчують, що поєднання національного та міжнародного досвіду дає змогу визначити ефективні підходи й інноваційні практики медіаосвіти, а також окреслити напрями удосконалення цифрових інструментів у відповідь на нові інформаційні виклики, зокрема на поширення дипфейків і алгоритмічно персоналізованого контенту. Зроблено висновок, що системна підтримка, міжсекторна взаємодія та безперервне оновлення освітніх матеріалів є ключовими умовами для формування медіаграмотного, інформаційно стійкого суспільства, здатного протидіяти маніпуляціям у цифрову добу.

Ключові слова: *цифрові освітні ресурси; медіаграмотність; критичне мислення; інформаційна стійкість; дезінформація.*

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