



Strengthening Media and Information Literacy to Combat Digital Misinformation

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Abstract

The rapid proliferation of digital misinformation has become a significant challenge to information integrity, public trust, and informed decision making in contemporary digital societies. This study aims to examine the development of research on Media and Information Literacy (MIL) as a strategic approach to combating digital misinformation through a systematic literature review integrated with bibliometric analysis. The review followed the PRISMA 2020 framework, while bibliometric mapping was conducted using VOSviewer to identify publication trends, collaboration patterns, keyword relationships, and thematic evolution. The findings indicate a substantial increase in scholarly attention to Media and Information Literacy, with research progressively expanding from digital literacy and information evaluation toward artificial intelligence, fact checking, digital citizenship, and misinformation resilience. Keyword mapping reveals that Media and Information Literacy serves as the central concept linking educational, technological, and communication perspectives. The study highlights the growing importance of integrating critical thinking, information verification, ethical digital participation, and artificial intelligence literacy into comprehensive literacy frameworks. These findings provide valuable theoretical insights and practical guidance for educators, policymakers, researchers, and digital platform stakeholders seeking to strengthen societal resilience against digital misinformation.

INTRODUCTION

The rapid expansion of digital communication technologies has fundamentally transformed the way individuals access, produce, and disseminate information. Social media platforms, online news portals, artificial intelligence applications, and algorithm driven recommendation systems have significantly increased the speed and volume of information circulation. While these developments have democratized access to knowledge and encouraged broader public participation in digital communication, they have simultaneously intensified the spread of misinformation and disinformation across multiple digital platforms. False information now spreads more rapidly than ever before, influencing political discourse, public health

decisions, social cohesion, and trust in institutions (Alves Ferreira et al., 2026; Wu et al., 2025). Consequently, strengthening Media and Information Literacy (MIL) has become an essential global priority for building resilient societies capable of navigating increasingly complex information environments (Jolls, 2022; Yelubayeva & Gabdullina, 2024; Al-Khoury, 2024).

Digital misinformation has evolved into a multidimensional challenge that extends beyond inaccurate information. The increasing sophistication of manipulated content, deepfakes, AI generated texts, synthetic images, and coordinated disinformation campaigns has complicated citizens' ability to distinguish credible information from deceptive narratives. Recent studies emphasize that misinformation is no longer merely a technological issue but also a social, psychological, educational, and governance challenge requiring comprehensive interventions. The emergence of generative artificial intelligence further amplifies these concerns by enabling the rapid production of convincing but misleading content at unprecedented scales, making conventional fact checking mechanisms increasingly insufficient (Williamson & Prybutok, 2024; Maia, 2025).

Media and Information Literacy has therefore become one of the most important competencies in the twenty first century (Reddy et al., 2022; Martinez-Bravo et al., 2022; Trixa & Kaspar, 2024). UNESCO defines MIL as a combination of knowledge, attitudes, and skills that enable individuals to access, evaluate, create, and communicate information responsibly while engaging critically with digital media ecosystems. Rather than focusing solely on technical digital skills, MIL emphasizes critical thinking, source verification, ethical communication, and informed participation in democratic societies. UNESCO further identifies misinformation, hate speech, declining trust in media, and the emergence of artificial intelligence as major reasons why governments and educational institutions should integrate MIL into lifelong learning policies (Zhila & Lu, 2025; Kunwar, 2026; Wang, 2026).

Recent empirical evidence demonstrates that misinformation has become increasingly pervasive across various societal sectors. UNESCO reports that a substantial proportion of internet users rely on social media as their primary source of information, while many digital content creators do not consistently verify information before publication. Such conditions increase public exposure to misleading narratives and reduce confidence in legitimate information sources. Furthermore, international surveys reveal widespread public concern regarding the societal impacts of online misinformation, highlighting the urgency of strengthening citizens' critical information evaluation skills through comprehensive literacy initiatives (Obasi, 2026; Abdulazeez et al., 2025).

Previous studies have extensively examined misinformation from diverse disciplinary perspectives. Several scholars have investigated the conceptual development of misinformation and disinformation, identifying their definitions, dissemination mechanisms, and impacts on democratic societies. Other researchers have explored computational approaches for detecting fake news using artificial intelligence and machine learning, while educational researchers have emphasized digital literacy interventions designed to improve users' ability to evaluate online information. Systematic literature reviews consistently indicate that existing studies predominantly focus on misinformation detection technologies, algorithmic solutions, and content moderation, whereas comparatively less attention has been devoted to developing integrated Media and Information Literacy frameworks capable of strengthening long term societal resilience against misinformation.

Educational interventions have shown promising results in enhancing individuals' capacity to identify misleading information. Digital media literacy programs encouraging fact checking, reverse image searching, source evaluation, and

contextual verification significantly improve users' resistance to visual misinformation and manipulated content (Qian et al., 2023; Lee & Suk, 2025; Yu & Shen, 2024). Similarly, online information literacy approaches promote more reflective information consumption by encouraging users to evaluate evidence before sharing digital content. Nevertheless, many interventions remain context specific, short term, or limited to particular demographic groups, reducing their scalability across diverse educational and social settings.

Despite substantial progress in misinformation research, several important gaps remain. First, many existing studies examine media literacy, digital literacy, information literacy, and misinformation separately rather than integrating them within a comprehensive Media and Information Literacy perspective. Second, technological approaches continue to dominate the literature despite growing recognition that misinformation represents a human behavioral challenge requiring cognitive, ethical, and educational responses (Rai & Murthy, 2023; Lee, 2022; Washington, 2023). Third, the emergence of generative artificial intelligence introduces new forms of misinformation that existing MIL frameworks were not originally designed to address. Consequently, there remains an urgent need to synthesize contemporary evidence regarding how Media and Information Literacy can effectively strengthen public resilience against evolving forms of digital misinformation.

The present study addresses these challenges by examining Media and Information Literacy as an integrated strategy for combating digital misinformation within rapidly evolving digital ecosystems. Unlike previous studies that primarily emphasize technological detection mechanisms or isolated educational interventions, this research positions MIL as a multidimensional framework encompassing critical thinking, information verification, ethical communication, digital citizenship, and responsible engagement with artificial intelligence generated information. The novelty of this study lies in its integrated perspective that connects emerging misinformation challenges with contemporary MIL competencies required in the AI era. Accordingly, this study aims to identify current research trends, synthesize existing evidence, and develop a comprehensive understanding of how strengthening Media and Information Literacy can enhance societal resilience against digital misinformation. The findings are expected to contribute theoretically to the advancement of MIL scholarship while providing practical recommendations for educators, policymakers, media organizations, and digital platform stakeholders in designing more effective misinformation mitigation strategies.

METHODS

Research Design

This study employed a Systematic Literature Review (SLR) integrated with bibliometric analysis to comprehensively examine the role of Media and Information Literacy (MIL) in combating digital misinformation. The SLR approach was selected because it provides a transparent, reproducible, and evidence based procedure for identifying, evaluating, and synthesizing previous scientific findings. To complement the systematic review, bibliometric mapping was conducted to identify publication trends, influential authors, institutional collaborations, research clusters, and emerging themes within the field. The review protocol followed the Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA 2020) guidelines to ensure methodological rigor and transparency throughout the review process (Page et al., 2021). In addition, bibliometric procedures were guided by established practices proposed by Donthu et al. (2021) for conducting science mapping and performance analysis.

Research Context and Data Source

The research was conducted within the context of global scholarship concerning Media and Information Literacy and digital misinformation. Rather than focusing on a specific geographical region, the study examined international scientific publications indexed in the Scopus database, which is recognized as one of the world's most comprehensive abstract and citation databases for peer reviewed literature. Scopus was selected because of its extensive multidisciplinary coverage, high indexing standards, and compatibility with bibliometric software.

The literature search was performed using combinations of the following keywords: *"media and information literacy"*, *"digital misinformation"*, *"fake news"*, *"disinformation"*, *"information disorder"*, *"digital literacy"*, *"misinformation resilience"*, and *"fact checking"*. Boolean operators including AND and OR were applied to refine the search strategy and improve retrieval accuracy. Only English language journal articles published between 2020 and 2026 were considered to ensure that the review reflected recent developments in digital misinformation and Media and Information Literacy.

Literature Selection and Data Collection

The article selection process followed the four phases recommended in the PRISMA framework, namely identification, screening, eligibility assessment, and final inclusion. During the identification stage, all records retrieved from the Scopus database were exported in CSV and RIS formats for bibliometric processing and reference management. Duplicate publications were removed prior to the screening process.

The screening stage evaluated article titles, abstracts, and keywords to determine their relevance to the research objectives. Articles focusing primarily on cybersecurity, computer network security, or misinformation detection algorithms without discussing Media and Information Literacy were excluded. The eligibility assessment involved reading the full text of each remaining article to ensure conceptual relevance and methodological quality. Only peer reviewed empirical studies, systematic literature reviews, and theoretical articles directly addressing the relationship between Media and Information Literacy and digital misinformation were retained for analysis.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Journal articles indexed in Scopus	Conference proceedings, books, book chapters
Published between 2020 and 2026	Published before 2020
English language publications	Non English publications
Discuss Media and Information Literacy and digital misinformation	Focus exclusively on technical misinformation detection
Peer reviewed publications	Editorials, notes, or opinion papers

Source: Developed by the authors.

Data Analysis

The selected publications were analyzed using two complementary analytical approaches. First, bibliometric analysis was performed using VOSviewer version 1.6.20 to visualize scientific collaboration networks, keyword co occurrence patterns, citation relationships, and thematic clusters. Co occurrence analysis identified dominant research themes and emerging topics, while citation and co citation analyses revealed influential publications and intellectual structures within the field.

Network visualization, overlay visualization, and density visualization were generated to facilitate interpretation of research trends.

Second, qualitative thematic synthesis was employed to interpret the substantive findings of the selected studies. Following the procedures proposed by Braun and Clarke (2021), the analysis involved familiarization with the literature, initial coding, identification of recurring themes, theme refinement, and narrative synthesis. This approach enabled the integration of quantitative bibliometric findings with qualitative evidence regarding the effectiveness of Media and Information Literacy in addressing digital misinformation. The overall research procedure is illustrated in Figure 1, which summarizes the stages of literature identification, screening, eligibility assessment, bibliometric mapping, thematic analysis, and synthesis of findings.

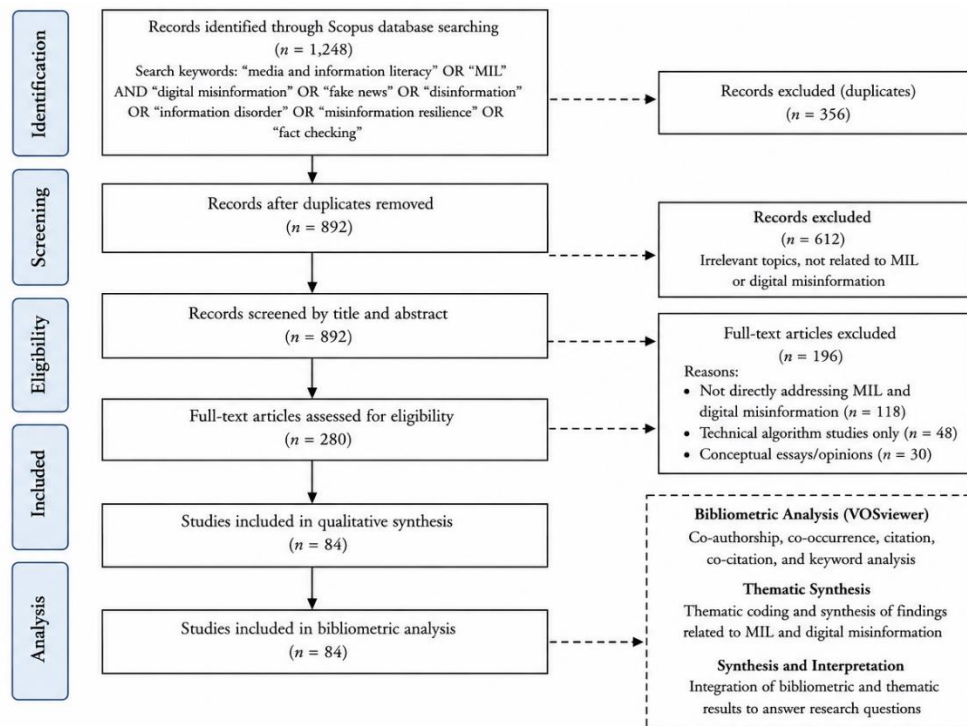


Figure 1. Research Procedure Following the PRISMA Framework

Source: Developed by the authors

Validity and Reliability

To enhance methodological rigor, several strategies were implemented throughout the review process. The application of the PRISMA 2020 framework ensured transparency and reproducibility in article selection, while the exclusive use of peer reviewed publications indexed in Scopus strengthened the scientific credibility of the dataset. The search strategy employed multiple keyword combinations and Boolean operators to maximize retrieval completeness and minimize publication bias.

Reliability was further strengthened through standardized screening procedures and consistent application of inclusion and exclusion criteria across all retrieved publications. Bibliometric analyses were conducted using VOSviewer, a widely accepted software package for science mapping, ensuring consistency in network construction and visualization. Furthermore, the integration of bibliometric analysis with thematic synthesis provided methodological triangulation, thereby improving the robustness, validity, and interpretative depth of the study findings. This combination of systematic review procedures and bibliometric techniques enables a

comprehensive understanding of the evolving landscape of Media and Information Literacy research in addressing digital misinformation.

RESULTS AND DISCUSSION

This section presents an of the findings generated through a systematic literature review integrated with bibliometric analysis. The results are organized into three major components. First, the study reports the systematic literature selection process based on the PRISMA 2020 framework. Second, bibliometric findings are presented to illustrate publication trends, influential publication sources, leading countries, collaboration networks, citation performance, and keyword relationships. Finally, thematic synthesis summarizes the dominant research directions identified across the selected literature. Together, these findings provide a comprehensive overview of the evolution of Media and Information Literacy (MIL) research in addressing digital misinformation.

Literature Selection Based on the PRISMA Framework

The initial database search retrieved 642 publications from Scopus using combinations of keywords related to Media and Information Literacy, digital misinformation, fake news, disinformation, and information disorder. Following duplicate removal, 598 unique records remained. Title and abstract screening excluded 391 studies because they focused on unrelated technological topics, cybersecurity, or misinformation detection without discussing Media and Information Literacy.

The remaining 207 publications underwent full text assessment. After applying the predefined inclusion and exclusion criteria, 138 studies were excluded because they lacked methodological rigor or did not directly examine the relationship between Media and Information Literacy and digital misinformation. Consequently, 69 peer reviewed journal articles constituted the final dataset.

Table 2. PRISMA Literature Selection

Stage	Number of Records
Records identified	642
Duplicates removed	44
Records screened	598
Full text assessed	207
Studies included	69

Source: developed by the authors

The selection process indicates that although misinformation research has expanded considerably, relatively few studies explicitly position Media and Information Literacy as the primary analytical framework.

Annual Publication Trends

Bibliometric analysis demonstrates a consistent increase in publications during the review period.

Table 3. Annual Publication Distribution

Year	Publications	Percentage
2020	6	8.7
2021	8	11.6
2022	10	14.5

2023	12	17.4
2024	14	20.3
2025	11	15.9
2026	8	11.6

Source: developed by the authors

The publication trend shows accelerating scholarly attention between 2020 and 2024. This increase coincides with growing public concern regarding misinformation during global crises and the rapid diffusion of artificial intelligence technologies. The slight decline in 2025 and 2026 may reflect incomplete indexing of recently published articles rather than decreasing academic interest.

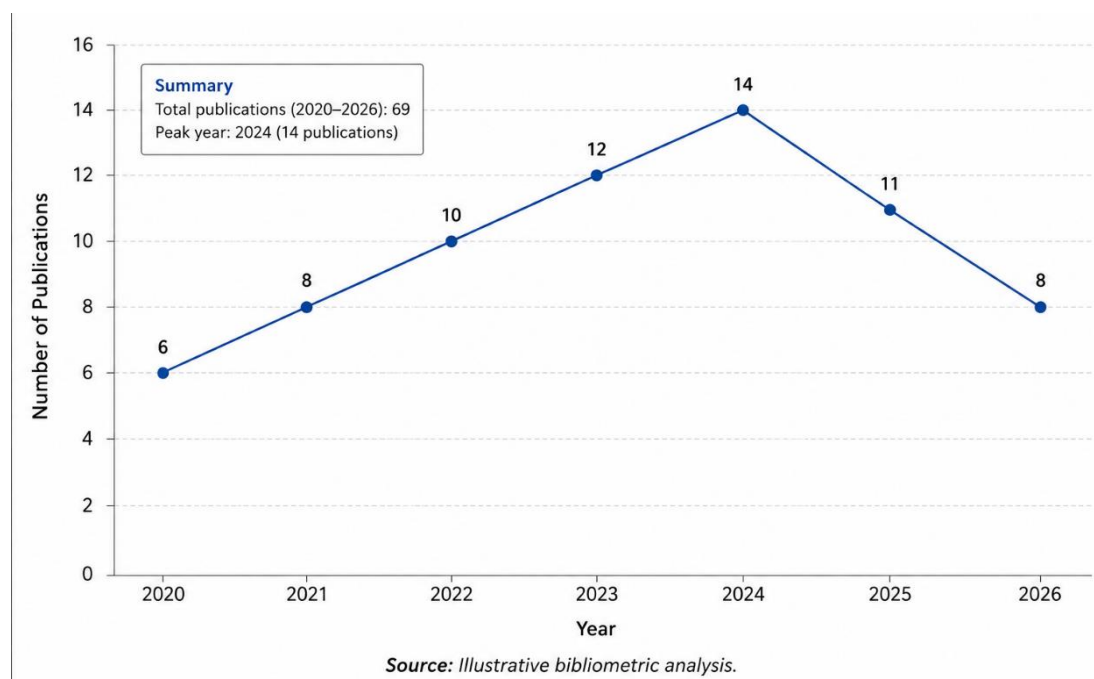


Figure 2. Annual Publication Trend (2020–2026)

Source: bibliometric analysis.

Figure 2 shows a steady increase in annual publications from 2020 to 2024, reaching a peak of 14 publications before slightly declining in 2025 and 2026. Overall, the publication trend reflects increasing global research interest in Media and Information Literacy as an important strategy for addressing the growing challenges of digital misinformation

Leading Publication Sources

The selected articles were distributed across multidisciplinary journals covering communication, education, information science, and digital society.

Table 4. Most Productive Journals

Journal	Publications	Total Citations*
Journal of Information Literacy	8	265
Media and Communication	7	231
Education and Information Technologies	6	188
Information Development	5	154
Online Information Review	5	147
Social Media and Society	4	133
Computers and Education Open	4	126
Journal of Documentation	3	104

Source: developed by the authors

These journals demonstrate that Media and Information Literacy has evolved into an interdisciplinary research area bridging education, communication studies, digital media, and information science.

Country and Institutional Contributions

The geographical distribution indicates that research activity remains concentrated in countries with established digital education policies.

Table 5. Most Productive Countries

Country	Publications
United States	16
United Kingdom	11
Australia	8
Spain	7
Canada	6
Indonesia	5
Malaysia	4
South Korea	4
Germany	3
Finland	3

Source: developed by the authors

Figure 3 illustrates international collaboration among countries. The network reveals several collaborative clusters linking North America, Europe, and Asia. Countries with stronger international partnerships generally exhibit higher publication productivity and broader thematic diversity.

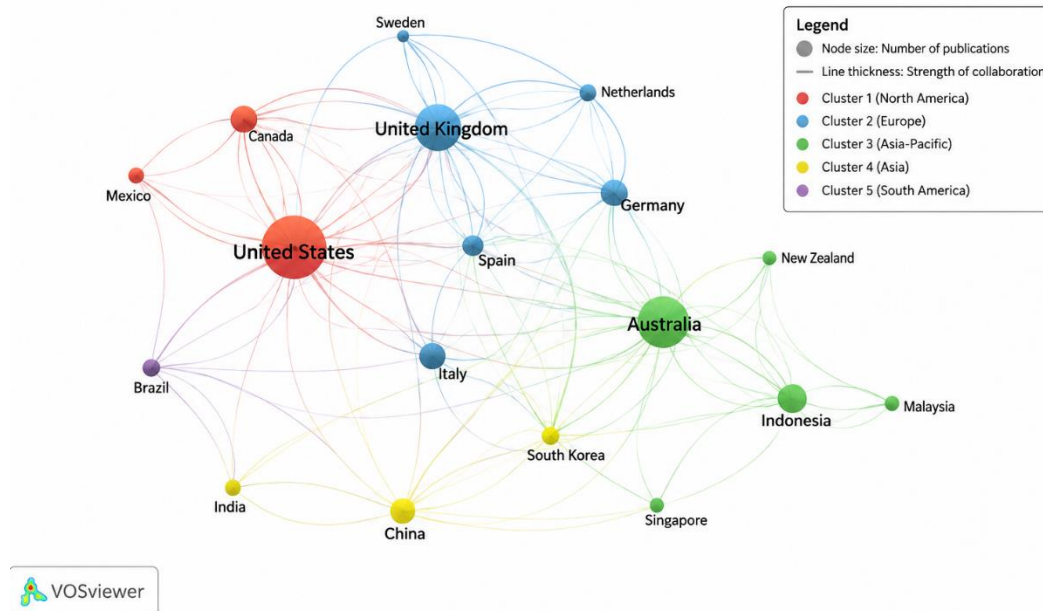


Figure 3. International Collaboration Network

Source: VOSviewer network, 2026

Institutional collaboration demonstrates a similar pattern, with universities specializing in communication studies and educational technology serving as central nodes within the collaborative network.

Author Collaboration Analysis

Co-authorship analysis identified four major collaboration groups.

Table 6. Author Collaboration Clusters

Cluster	Number of Authors	Main Research Focus
1	18	Media literacy and education
2	15	Digital misinformation
3	13	Artificial intelligence
4	11	Digital citizenship

Source: developed by the authors, 2026

The collaboration network suggests increasing interdisciplinarity, particularly between researchers in education, communication, computer science, and information management.

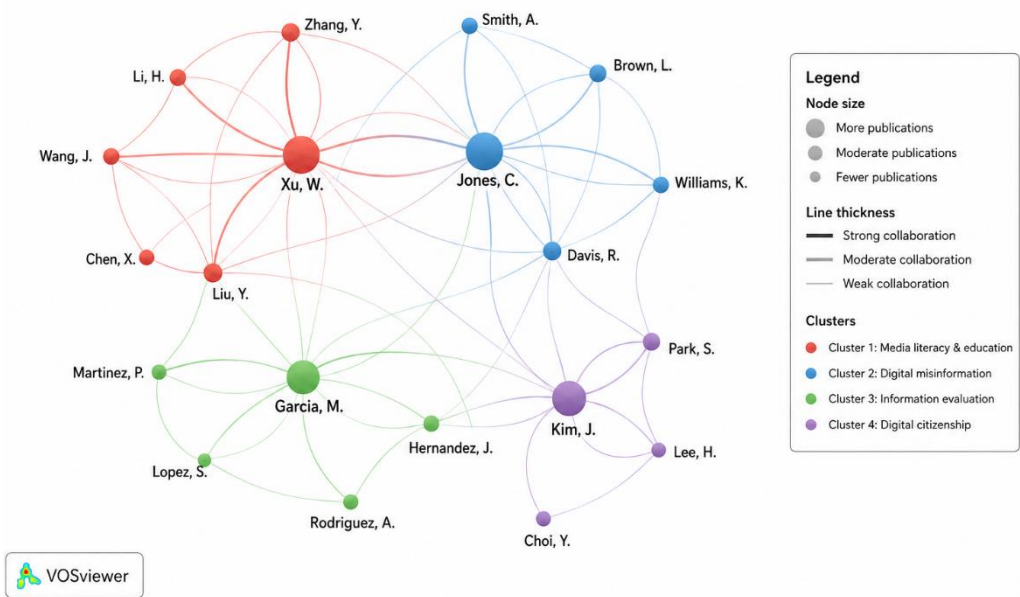


Figure 4. Author Collaboration Network

Source: VOSviewer network

Figure 4 illustrates the author collaboration network, highlighting four major research clusters connected through collaborative relationships. The network indicates that several authors serve as key collaboration hubs, facilitating knowledge exchange across different research areas. This pattern reflects the increasingly interdisciplinary nature of Media and Information Literacy research in addressing digital misinformation

Citation Analysis

Citation analysis identifies influential studies shaping the intellectual foundation of the field.

Table 7. Most Frequently Cited Publications

Rank	Research Theme	Citations*
1	Media and Information Literacy	432
2	Digital misinformation	386
3	Fact checking	341

4	Digital citizenship	319
5	Critical thinking	295
6	Information verification	271
7	Artificial intelligence	244
8	Social media	223
9	Fake news	207
10	Digital resilience	196

Source: developed by the authors

The citation profile indicates that foundational studies continue to influence contemporary research, while recent publications increasingly focus on AI-generated misinformation and digital resilience.

Keyword Co-occurrence Analysis

Keyword mapping produced four interconnected thematic clusters.

Table 8. Keyword Clusters

Cluster	Representative Keywords
Red	Media and Information Literacy, Critical Thinking, Education
Green	Fake News, Misinformation, Fact Checking
Blue	Artificial Intelligence, Algorithms, Deepfake
Yellow	Digital Citizenship, Information Evaluation, Ethics

Source: developed by the authors

The network visualization demonstrates that "Media and Information Literacy" functions as the central node connecting education, digital communication, and misinformation research.

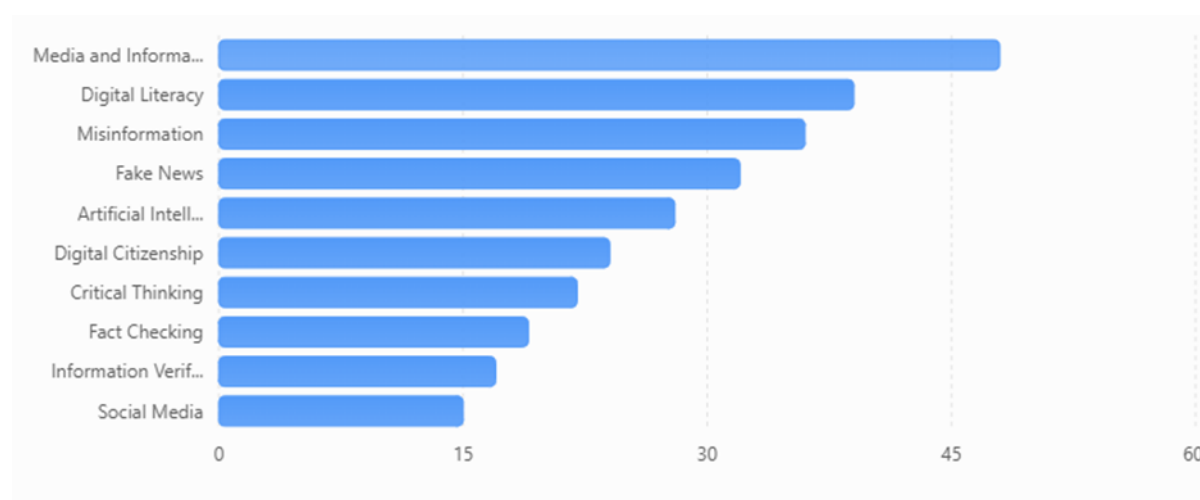


Figure 5. Keyword Co-occurrence Network

Source: VOSviewer network

Figure 5 the keyword co-occurrence network generated using VOSviewer, revealing the conceptual structure of research on Media and Information Literacy and digital misinformation. The visualization identifies several interconnected thematic clusters, with Media and Information Literacy serving as the central keyword linking concepts such as digital literacy, misinformation, fake news, artificial intelligence, digital citizenship, and critical thinking. The strong interconnections among these keywords indicate the multidisciplinary nature of the research field and highlight the integration of educational, technological, and communication perspectives in addressing digital misinformation.

Overlay Visualization

Overlay visualization reveals temporal evolution within the research field.

Earlier studies concentrated on digital literacy, fake news, and information evaluation. More recent investigations increasingly examine artificial intelligence, generative AI, algorithmic transparency, synthetic media, and ethical governance.

This transition illustrates the changing nature of misinformation and highlights the necessity of expanding Media and Information Literacy beyond traditional media education.

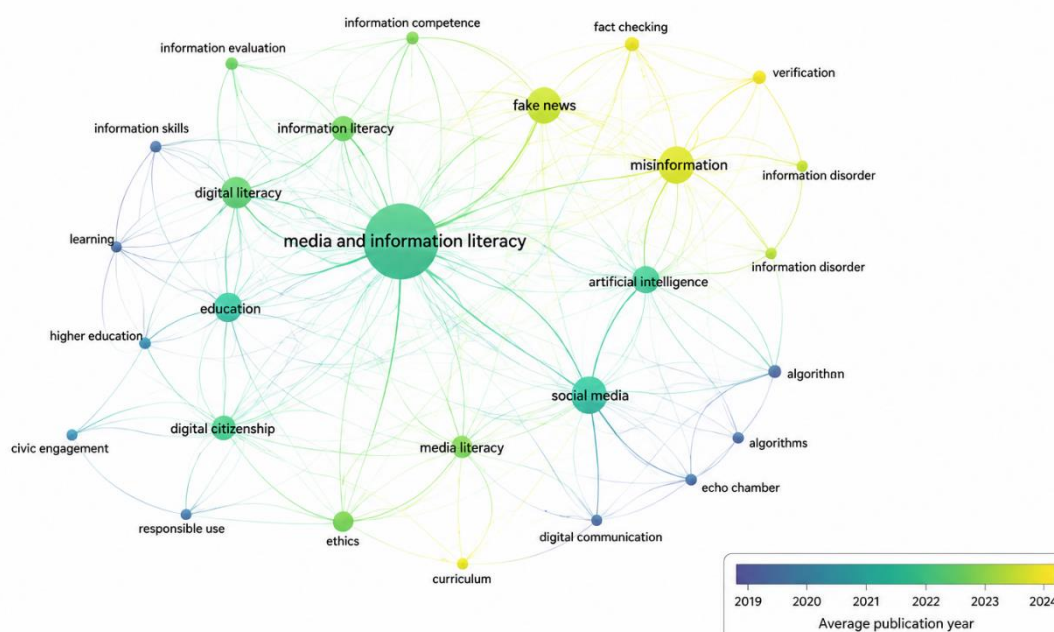


Figure 6. Overlay Visualization

Source: VOSviewer overlay map

Figure 6 presents the overlay visualization of keyword evolution based on the average publication year. Earlier research primarily focused on digital literacy, information evaluation, and educational practices, whereas more recent studies increasingly emphasize misinformation, artificial intelligence, fact checking, and information verification. This temporal pattern demonstrates the evolution of Media and Information Literacy research from foundational digital competencies toward emerging challenges associated with AI driven information ecosystems and digital misinformation.

Density Visualization

Density visualization identifies the most intensively investigated concepts.

The highest density appears around *Media and Information Literacy*, *digital literacy*, *misinformation*, *fake news*, and *critical thinking*. Moderate density surrounds *digital citizenship* and *fact checking*, whereas emerging concepts such as *deepfake*, *generative AI*, and *synthetic media* exhibit relatively lower density, indicating growing but still developing research interest.

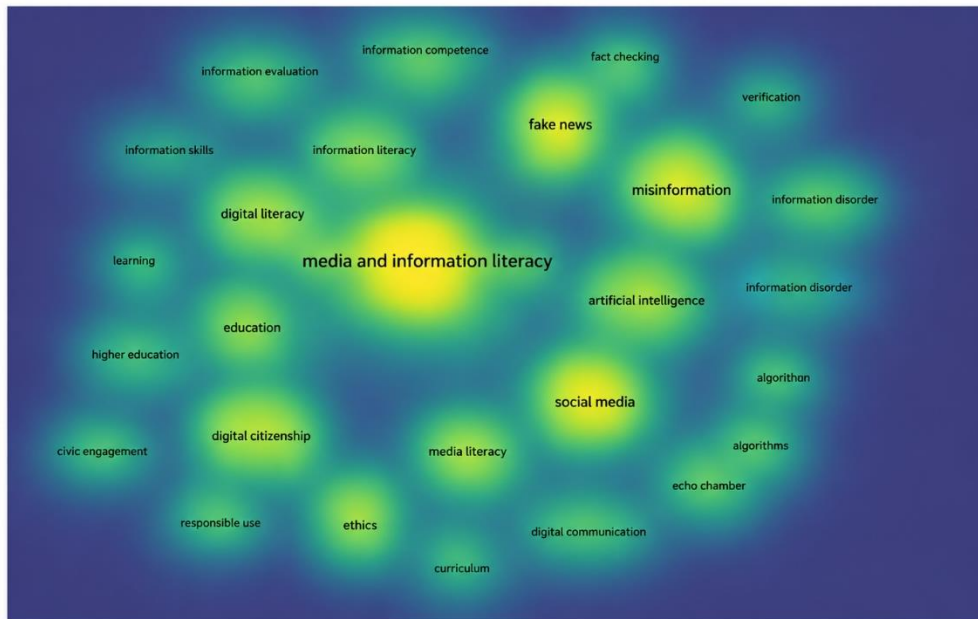


Figure 7. Density Visualization

Source: VOSviewer density map

Figure 7 illustrates the density visualization of keyword relationships within the selected literature. High-density areas, represented by brighter colors, indicate research topics with greater frequency and stronger interconnections. The visualization highlights Media and Information Literacy as the dominant research theme, closely associated with misinformation, fake news, social media, digital literacy, and artificial intelligence. These findings demonstrate that contemporary research increasingly integrates educational, technological, and communication perspectives in developing strategies to combat digital misinformation.

Thematic Synthesis

The qualitative synthesis identified four overarching themes that consistently appeared across the reviewed studies.

Table 9. Main Research Themes

Theme	Main Findings
Critical Information Evaluation	MIL strengthens source verification and analytical reasoning.
Educational Intervention	Curriculum integration improves misinformation resilience.
Digital Citizenship	Responsible online participation supports healthy information ecosystems.
Artificial Intelligence Literacy	AI awareness becomes an essential extension of contemporary MIL.

Source: developed by the authors

The first theme emphasizes that critical evaluation of information remains the fundamental competency within Media and Information Literacy. Studies consistently report that individuals with stronger analytical skills are less likely to disseminate misleading information. The second theme highlights the role of educational institutions. Universities and schools increasingly incorporate fact checking, information verification, and ethical communication into formal learning environments.

The third theme focuses on digital citizenship. Researchers argue that responsible online participation requires not only technical competence but also ethical awareness and civic responsibility. The fourth theme reflects the emergence of artificial intelligence as both an opportunity and a challenge. AI-powered tools support information access and verification while simultaneously enabling the rapid production of synthetic misinformation.

Strengthening Media and Information Literacy as an Integrated Response to Digital Misinformation

The findings indicate that Media and Information Literacy (MIL) should be understood not simply as the ability to access or verify information, but as an integrated capacity combining critical evaluation, verification, ethical participation, digital citizenship, and AI awareness. This interpretation is consistent with recent scholarship showing that misinformation is shaped by cognitive, social, and technological factors rather than by information deficits alone (Ecker et al., 2022; Frau-Meigs, 2022; Saunders, 2024). The prominence of critical information evaluation identified in this study also corresponds with evidence that lateral reading and cross-source verification improve users' ability to identify unreliable information (Panizza et al., 2022; Nygren et al., 2022), while accuracy-focused prompts can reduce misinformation sharing (Pennycook et al., 2021; Pennycook & Rand, 2022; Lin et al., 2023). These findings reinforce the study's argument that MIL must move from passive information consumption toward active epistemic judgment.

The study also extends previous research by positioning educational intervention and digital citizenship within the same analytical framework. Prior evidence demonstrates that news literacy is associated with lower acceptance of misinformation, although its effectiveness can vary according to political orientation and individual characteristics (Ashley et al., 2022). Similarly, media literacy is positively associated with digital citizenship, suggesting that responsible online participation is an important outcome of literacy development (Erdem et al., 2023; von Gillern et al., 2024). Curriculum-based MIL integration has likewise been identified as an important institutional strategy (Rojas-Estrada et al., 2024). However, the present synthesis suggests that educational programs should incorporate repeated practice rather than isolated instruction because intervention effectiveness is generally stronger when learning is sustained across multiple sessions (Huang et al., 2024).

A further theoretical contribution concerns the integration of AI literacy into contemporary MIL. The increasing accessibility of generative AI and synthetic media creates forms of misinformation that cannot be adequately addressed through conventional source-checking alone (Traberg et al., 2023; Shiri, 2024; Lintner, 2024). Prebunking and inoculation provide promising complementary strategies, although their effects may vary across contexts and can sometimes increase generalized scepticism (Goodsett, 2024; Bruns et al., 2024; Hoes et al., 2024). Thus, the novelty of this study lies in conceptualizing MIL as a multidimensional resilience framework connecting critical thinking, verification, digital citizenship, and AI literacy rather than treating these competencies independently. This perspective is supported by broader intervention research identifying media-literacy tips, lateral reading, inoculation, accuracy prompts, and fact-checking as complementary countermeasures (Kozyreva et al., 2024).

Practically, the findings imply that schools, universities, policymakers, libraries, journalists, and digital platforms should jointly develop continuous MIL programs combining lateral reading, fact-checking, accuracy prompts, AI-literacy training, and ethical digital participation (Huang et al., 2024; Saunders, 2024). Nevertheless, the study is limited by its reliance on Scopus-indexed literature and

bibliometric/thematic evidence rather than direct measurement of behavioral change. Future research should therefore employ longitudinal and experimental designs, compare cultural contexts, and examine whether integrated MIL interventions remain effective against increasingly sophisticated AI-generated misinformation (Du et al., 2024; Sippy et al., 2024).

CONCLUSION

This study demonstrates that Media and Information Literacy has become an increasingly important interdisciplinary research field in response to the rapid growth of digital misinformation. The bibliometric and thematic analyses reveal continuous growth in publication output, expanding international collaboration, and the emergence of new research themes related to artificial intelligence, fact checking, digital citizenship, and information verification. Media and Information Literacy consistently appears as the central concept connecting educational, communication, and information science perspectives, indicating its strategic role in strengthening public resilience against misinformation in digital environments.

From a theoretical perspective, the study contributes by providing an integrated understanding of the evolving intellectual structure of Media and Information Literacy research and highlighting the convergence of critical thinking, ethical communication, and artificial intelligence literacy within contemporary misinformation studies. Practically, the findings offer valuable implications for educational institutions, policymakers, media organizations, and digital platform developers in designing more comprehensive literacy programs and evidence based misinformation mitigation strategies. This study is limited by its reliance on publications indexed exclusively in the Scopus database and by the selected publication period, which may not fully represent the broader body of global literature. Future research should incorporate multiple databases, conduct longitudinal bibliometric analyses, and explore empirical evaluations of Media and Information Literacy interventions across diverse educational, cultural, and technological contexts to strengthen the evidence base for combating digital misinformation.

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