

## The Role of Media and Information Literacy in Confronting Misleading Narratives in the Digital Environment: “Al-Aqsa Flood” As A Model

Dr. Malika BENSAADIA<sup>1</sup>

<sup>1</sup>Faculty of Social Sciences, Abdelhamid Ibn Badis University of Mostaganem, Algeria. Email: [malika.bensaadia@univ-mosta.dz](mailto:malika.bensaadia@univ-mosta.dz)

Received: 23/07/2025; Accepted: 23/02/2026; Published: 13/05/2026

### Abstract:

This study aims to analyze the role of Media and Information Literacy (MIL) in confronting misleading narratives within the digital environment, by adopting “Al-Aqsa Flood” as an applied model. The study is based on a central research problem concerning how media literacy skills contribute to deconstructing conflicting media discourses and revealing the underlying ideological dimensions behind them, particularly in conflict contexts characterized by an intense flow of information and the multiplicity of sources.

The study adopts a theoretical analytical approach grounded in a review of the literature related to media narratives, media effects theories, and media literacy, with a particular focus on the mechanisms of producing and disseminating misleading content across digital platforms. It also seeks to highlight the role of critical thinking skills, information verification, and understanding the contexts of media message production in reducing the impact of misinformation.

The study concludes that Media and Information Literacy constitutes a fundamental tool in empowering individuals to engage consciously with misleading narratives. However, its effectiveness remains linked to several factors, including the technological environment, algorithmic dominance, and cognitive biases. Accordingly, the study recommends integrating media literacy into educational systems, enhancing media training, and developing technical and institutional mechanisms to combat media misinformation, thereby contributing to the construction of critical awareness capable of engaging with contemporary digital challenges.

**Keywords:** Media and Information Literacy, Misleading Media Narratives, Digital Environment, Critical Thinking, Al-Aqsa Flood.

### 1. INTRODUCTION

In recent years, the digital media environment has undergone profound transformations, marked by the transition from a one-way

communication model to an open interactive space in which the production and circulation of information have become accessible to various actors with minimal restrictions. This transformation has contributed to an unprecedented acceleration in the flow of news and media content. Consequently, the primary challenge is no longer access to information itself, but rather individuals' ability to distinguish between reliable and misleading information.

Within this context, several alarming phenomena have emerged, including media misinformation, the spread of hate speech, and the decline of public trust in both traditional and digital media. These phenomena become even more acute during crises and political conflicts, where facts intertwine with interpretations, and contradictory media narratives are produced in attempts to shape public opinion and influence collective perception.

The media coverage of events related to "Al-Aqsa Flood" constitutes a prominent example of this reality. The international media sphere witnessed clear disparities in the treatment of events, accompanied by the widespread dissemination of divergent narratives, some of which were characterized by misinformation or selective presentation of facts in ways that served specific political and ideological agendas.

In light of this situation, Media and Information Literacy (MIL) emerges as both a conceptual and practical

framework aimed at equipping individuals with the skills to access, analyze, and critically evaluate information, while understanding the contexts in which media messages are produced. Accordingly, MIL represents an essential tool for debunking misleading narratives and exposing the mechanisms through which they are constructed and disseminated.

Based on this premise, the present study seeks to analyze the role of Media and Information Literacy in confronting misleading narratives related to the events of "Al-Aqsa Flood" by deconstructing the mechanisms of media misinformation and exploring the extent to which critical thinking skills can reduce their influence on shaping public opinion. This is addressed through the following central research question:

### **RESEARCH PROBLEM**

How does Media and Information Literacy contribute to debunking misleading narratives surrounding "Al-Aqsa Flood" within the digital environment?

### **RESEARCH QUESTIONS**

- What is the concept of Media and Information Literacy and what are its dimensions?
- How are media narratives surrounding "Al-Aqsa Flood" constructed, and what misinformation tools are employed in this process?

- What role does Media and Information Literacy play in debunking these narratives?

## **2. SIGNIFICANCE OF THE STUDY**

The significance of this study stems from its relevance to the ongoing transformations within the digital media environment, which have generated increasing challenges related to the spread of misleading narratives and the decline of trust in media institutions, particularly in the context of contemporary political conflicts. The study also holds academic significance through its contribution to enriching Arabic literature in the field of Media and Information Literacy, as a relatively recent approach that is still evolving within the Arab media landscape.

Moreover, the study carries practical significance, as it seeks to highlight the role of critical thinking and information verification skills in enabling individuals to deconstruct directed media discourses, especially those associated with the events of “Al-Aqsa Flood.” This contributes to a deeper understanding of the mechanisms underlying the production of media misinformation and the reduction of its impact on shaping public opinion.

## **3. OBJECTIVES OF THE STUDY**

- ✓ To analyze the transformations witnessed in the digital media environment and their

implications for the production and circulation of information.

- ✓ To clarify the concept of Media and Information Literacy (MIL) and identify its dimensions within the context of digital media.
- ✓ To uncover the characteristics of misleading narratives and the mechanisms behind their construction and dissemination in the context of political conflicts.
- ✓ To examine the features of media coverage related to the events of “Al-Aqsa Flood” and identify the dominant narratives surrounding them.
- ✓ To highlight the role of Media and Information Literacy skills, particularly critical thinking and information verification.

## **4. METHODOLOGY OF THE STUDY**

This study adopts the descriptive-analytical approach, which is based on analyzing the media phenomenon within its digital context by describing misleading narratives surrounding “Al-Aqsa Flood,” interpreting the mechanisms of their dissemination, and linking them to the role of Media and Information Literacy in debunking them.

## **5. THE CONCEPT OF MEDIA AND INFORMATION LITERACY (MIL)**

MIL stands for *Media and Information Literacy*. Through our participation in the Global Media and Information Literacy Conference held in Amman on October 30–31, 2024, we gained a range of insights regarding this concept, which remains relatively new within media studies. The term was introduced by UNESCO and refers to a set of skills that enable individuals from different social categories to access information, analyze it, and critically evaluate it, while understanding the contexts in which media messages are produced. It is not limited to the conscious consumption of content but also includes the ability to produce responsible media content.

Previously, the concept was referred to as “Media Education,” which is defined as the collection of skills required by students and citizens to cope with the flow of information, classify and analyze it, acquire the ability to select the most appropriate information, and confront technological and informational challenges (Zahawrah & Awad, 2005, p. 57).

However, Media and Information Literacy goes beyond the educational dimension alone. It strengthens individuals’ capacities to search for information, verify it, critically evaluate it, and use it consciously across various platforms.

Media literacy also seeks to empower young people to understand the broader context of digital content and to engage with it critically and

positively. Furthermore, it enables them to understand their digital rights and the complexities of the modern information environment, including the ability to identify misinformation, recognize hate speech, and distinguish between authentic and fabricated content (Jordan Media Institute, 2026).

The UNESCO Moscow Declaration of 2012 defined Media and Information Literacy as: “*A set of knowledge, skills, competencies, and practices required to access knowledge and information, analyze, evaluate, and use them, and to produce them in creative, legal, and ethical ways that respect human rights*” (The Moscow Declaration on Media Literacy, 2012).

The Global Alliance for Partnerships on Media and Information Literacy, affiliated with UNESCO, is a global network comprising organizations, experts, and individuals committed to promoting policies, strategies, and practices aimed at strengthening Media and Information Literacy internationally. The alliance seeks to enhance societies’ resilience against misinformation, fake news, and hate speech. It currently includes more than 300 organizations and 180 individual experts from over 100 countries, and membership remains open to those wishing to contribute to the alliance’s activities and collaborative initiatives (Literacy, Global Alliance for Partnerships on Media and Information, 2026).

## 6. THE CONCEPT OF MISLEADING MEDIA NARRATIVES

### 6.1. The Concept of Media Narratives

The narrative paradigm was developed by Walter Fisher during the 1980s, primarily through his work *Human Communication as Narration*. In this work, Fisher argues that all forms of human communication are fundamentally narrative in nature, as individuals interpret the world through stories rather than solely through logical arguments.

This paradigm is based on two criteria for evaluating narratives:

- **Narrative Coherence:** referring to the internal consistency and structural integrity of the story.
- **Narrative Fidelity:** referring to the extent to which the story aligns with lived experiences and the shared values of the audience (Neilo).

Based on this paradigm, it can be concluded that media narratives are constructed storytelling frameworks produced by media institutions through processes of framing and selection, with the aim of presenting reality in a particular manner that influences audience perception.

### 6.2. The Concept of Misleading Media Narratives

Misleading media narratives are also referred to as “Fake News,” which

are false news stories often produced, distributed, and widely shared with the intention of damaging the reputation of a public figure, political movement, or company ( Ghandar, 2023).

They can also be defined as media narratives constructed and promoted with the purpose of distorting facts or directing public opinion toward a specific interpretation that serves particular interests. Such narratives frequently rely on the selective presentation of information, manipulation of images and videos, and the exploitation of emotions rather than factual evidence.

Moreover, misleading content and fabricated news are no longer confined to limited pages or suspicious accounts; rather, they increasingly dominate engagement across digital platforms. Several studies have demonstrated this phenomenon, including one conducted on approximately 126,000 posts, which revealed that fake news spreads faster than accurate news on X (Rashad, 2025).

## 7. THE RELATIONSHIP BETWEEN MEDIA AND PUBLIC OPINION

Media plays a central role in shaping public opinion, as it influences individuals’ perceptions of events and issues. With the emergence of digital media, this influence has become increasingly complex due to the speed of information dissemination and the multiplicity of sources. This environment has facilitated the

widespread circulation of false and misleading information, which in turn requires careful scrutiny and critical evaluation.

## **8. MISLEADING NARRATIVES SURROUNDING THE WAR ON GAZA**

### **8.1. The Nature of Media Warfare**

In recent years, and particularly since the Russian-Ukrainian war, newsrooms have witnessed an unprecedented rise in media misinformation, a phenomenon that reached its peak during the Israeli war on Gaza. This escalation was marked by the use of advanced techniques such as artificial intelligence and coordinated media campaigns. Media coverage during this period was characterized by the multiplicity and contradiction of narratives between the Palestinian and Israeli accounts, as each side sought to promote a discourse aligned with its political and ideological orientations.

In this context, an investigation conducted by the Tow Center for Digital Journalism revealed that verified accounts on X contributed to the spread of misleading information, while simultaneously experiencing significant audience growth during the early stages of the war. This finding highlighted the limited effectiveness of verification mechanisms in curbing the spread of misinformation (Rashad, 2025).

This was further emphasized by the Arab Center for the Advancement of

Social Media in a policy paper entitled “*A War Without Bullets*”, which documented how informational misinformation became one of the most prominent tools employed in the Israeli war on Gaza—not only to justify acts of violence, but also to reshape Palestinian and global collective consciousness, particularly among youth (Kanaaneh).

### **8.2. Hasbara: A Long-Term Strategy**

Israel considers media a fundamental arena for justifying its policies and mitigating international pressure related to accountability. This is achieved through what is known as “*Hasbara*,” a Hebrew term meaning “explanation” or “clarification,” but which is commonly used to refer to an organized propagandistic discourse system.

This mechanism relies on propaganda, incitement, and official media warfare with the aim of shaping public opinion and defining the boundaries of acceptable discourse regarding Israel.

Hasbara seeks to strengthen Israeli internal cohesion, gain the support of allies, and influence how Israel is represented in both media and diplomatic arenas, including among cultural elites and public opinion influencers (Kenyalslua, 2024, p. 02). Israel also supports this strategy by offering grants, fellowships, and training programs in the field of Hasbara in order to reinforce pro-Israeli discourse at both

local and international levels (TRT Arabic, 2021).

### **8.3. TOOLS OF DISSEMINATING MISINFORMATION**

The Israeli government has relied on a variety of tools and mechanisms in the production and dissemination of media misinformation. Among the most prominent are modern digital technologies, particularly artificial intelligence techniques, sponsored advertisements, cyberattacks, as well as the use of fake accounts and algorithmic manipulation. The dominance of American companies that own most major digital platforms, such as Facebook, has also contributed to the use of these platforms as instruments within this context, thereby increasing the difficulty of verifying the accuracy of information, especially with the growing reliance on advanced AI technologies that are difficult to detect or monitor (Qishta, 2024).

This pattern of misinformation is also linked to what is commonly referred to as the traditional media bias of some journalists toward authority, whereby official sources are automatically treated as credible sources. In addition, restrictions and censorship imposed on media coverage contribute to the construction of a distorted media reality that reframes events in ways that justify acts of aggression (Kanaaneh).

Within the same context, social media platforms are employed as central

tools for spreading misinformation through the circulation of fabricated or decontextualized videos, the reposting of old images as if they were recent, and the use of automated accounts (bots) and fake profiles. Studies have shown that accounts disseminating content from low-credibility sources are often automated accounts, and that these bots specifically target highly influential users through replies and mentions, thereby amplifying the spread of misleading information. Furthermore, human users frequently repost such content without verification, which further increases its impact and reach (Shao, et al., 2018).

In addition, the rapid pace of publishing on these platforms contributes to the dissemination of unreliable news concerning field events before its authenticity can be verified.

Alongside these practices, media strategies are employed that exaggerate or minimize the scale of losses while presenting images or visual materials outside their original temporal or spatial contexts as though they were directly related to ongoing events. Such practices reinforce the manipulation of public perception and the construction of biased media narratives.

## **9. MEDIA AND INFORMATION LITERACY STRATEGIES IN DEBUNKING MISLEADING NARRATIVES (WILSON & GRIZZLE)**

### **9.1. Critical Analysis Skills**

Media and Information Literacy enables individuals to develop their critical analysis abilities by encouraging them to question news sources and verify the credibility of circulated information. The skill of asking questions is considered one of the fundamental competencies of fact-checkers and open-source investigators, as it is based on journalistic intuition and professional expertise in information verification. Methodological skepticism also constitutes the foundational stage in the verification process, serving as the starting point upon which subsequent stages of examination and scrutiny are built.

Just as modern artificial intelligence technologies are used to fabricate images and videos, there are also programs and websites designed to detect manipulation and falsification. Ordinary users can upload images and videos to such platforms in order to determine whether they are authentic or fabricated.

## **9.2. Mechanisms for Verifying Information Sources**

One of the most important tools for confronting media misinformation surrounding the issue of “Al-Aqsa Flood” is the comparison of news across multiple sources through the use of fact-checking platforms (*Fact-Checking*).

With the introduction of modern misinformation techniques and the increasing reliance on user-generated content, it has become necessary to treat

each piece of content independently and avoid the trap of false confidence that journalists may develop through repeated coverage of similar incidents or contexts. Journalists may sometimes fall into what is known as *confirmation bias*, whereby their desire to believe and process material quickly in order to keep pace with events and publish rapidly becomes stronger than the internal skepticism that should instead guide the verification process.

The system of verifying information sources is regarded as one of the fundamental pillars within newsrooms and is often described as the “beating heart” of credible journalism. Verification is understood as a process aimed at confirming the accuracy of facts related to an event, including its location, timing, causes, and context. This concept also encompasses evaluating the reliability of information sources, whether human or documentary, and assessing their degree of credibility. Such a process is of great importance in enhancing the quality and trustworthiness of media content (Abu Dari, 2018).

## **9.3. Reverse Image Search**

Verifying the origin of images is considered one of the essential procedures within television newsrooms, as it requires determining whether an image is original, extracted from a video, or taken from a different context. Verifying the authenticity of news and images is among the core skills that journalists must master,

particularly in light of recent technological developments that have provided advanced tools and techniques facilitating examination and verification processes (Abu Dari, 2018, p. 29).

According to Middleton (2015), the verification of digital content, especially images and videos, relies on four essential elements that must be examined:

- **Origin:** whether the content is original or manipulated.
- **Source:** the entity or individual who published the content.
- **Date:** the time at which the content was produced.
- **Location:** the geographical context in which the content was created.

These elements constitute an important methodological framework for verification processes within newsrooms, helping journalists assess the credibility of visual materials and detect misleading content in the digital environment (Middleton, 2015).

#### **9.4. Understanding the Agendas Behind Media Messages**

The book *Setting the Agenda: The Mass Media and Public Opinion* by Maxwell McCombs presents a central theory in media studies based on the idea that media institutions do not merely transmit events, but also directly influence the priorities of public thinking. The more media coverage

focuses on a particular issue, repeatedly highlights it, and gives it prominence, the more important that issue becomes in the public's perception, even if it is not objectively the most important issue.

This perspective supports the notion that media possesses the ability to construct what is known as the “media agenda,” namely the ranking of issues according to a hierarchy of priorities that is then transferred to the public. Consequently, media does not only determine what people think, but also what they think about, through emphasizing certain issues while neglecting others (McCombs).

Within the context of this study on misleading narratives, this concept demonstrates how control over the media agenda can be employed to direct attention toward particular narratives—such as political or war-related narratives—while marginalizing others. This contributes to shaping a collective consciousness that may be biased or unbalanced, especially during periods of intense media conflict, as reflected in the current situation surrounding the Israeli war on Gaza.

#### **9.5. The Role of Education and Media**

The integration of Media and Information Literacy into educational curricula contributes to building an aware generation capable of confronting misinformation. Professional media institutions also play a significant role in

providing accurate and reliable information.

The digital information environment is highly complex, as algorithms, information bubbles, and echo chambers influence what young people encounter online. At the same time, the spread of misinformation and harmful content continues to increase. Therefore, education and training play a fundamental role in helping learners develop digital and media literacy skills (*Digital Literacy*) (European Commission, 2022).

#### **10. CHALLENGES FACING MEDIA AND INFORMATION LITERACY IN DEBUNKING MISLEADING NARRATIVES IN GENERAL, AND THOSE RELATED TO “AL-AQSA FLOOD” IN PARTICULAR**

Based on the literature reviewed in this study, it can be concluded that Media and Information Literacy faces several major challenges, most notably:

- The rapid development of misinformation technologies, such as artificial intelligence and deepfake technologies.
- The dominance of algorithms that reinforce filter bubbles and echo chambers, as digital platforms tend to display content aligned with users' interests, thereby exposing individuals to only one type of viewpoint.

- The weak integration of media literacy culture within Arab educational curricula.
- Media and institutional biases supporting Israeli propaganda, which affect the flow and balance of information.
- Limited digital awareness among broad segments of users.
- Cognitive biases, whereby individuals tend to believe information that aligns with their preexisting beliefs, thus reinforcing the spread of misleading narratives surrounding the war on Gaza.
- The difficulty of verifying information, as the rapid dissemination of news often makes it challenging to confirm its accuracy in a timely manner.

#### **CONCLUSION**

In light of the rapid transformations witnessed in the digital media sphere, the misleading narratives associated with “Al-Aqsa Flood” have emerged as one of the most significant challenges confronting both individual and collective awareness. This study has demonstrated the central role of Media and Information Literacy in debunking these narratives by strengthening critical thinking and enabling individuals to analyze media content and verify the credibility of information circulated regarding the issue.

However, the effectiveness of these tools remains relative due to the influence of several technological and psychological factors, including algorithmic dominance, the accelerated flow of information, and cognitive biases, all of which may hinder access to accurate representations of reality. Accordingly, confronting media misinformation related to the war on Gaza requires the combined efforts of educational and media institutions, alongside the development of individual awareness grounded in a critical approach to media content.

Thus, the study concludes that Media and Information Literacy is no longer merely an optional field of knowledge, but rather an urgent necessity in the face of the growing spread of misleading narratives. This reality calls for a reconsideration of the roles of both media and education in building a digitally aware citizen capable of distinguishing between truth and misinformation.

## **RECOMMENDATIONS OF THE STUDY**

These recommendations emphasize that confronting misleading narratives in the context of “Al-Aqsa Flood” cannot be achieved solely through technical tools. Rather, it requires a comprehensive approach that combines education, media, technology, and societal awareness, making Media and Information Literacy a strategic instrument for understanding contemporary digital conflicts and

deconstructing their discourses. Accordingly, the study proposes the following recommendations:

- The necessity of integrating Media and Information Literacy (MIL) into educational curricula at various levels in order to develop learners’ critical thinking skills and enable them to analyze media narratives related to sensitive international issues.
- Developing advanced digital tools and technologies based on artificial intelligence to detect misleading content, particularly in conflict contexts characterized by the widespread circulation of fabricated or fragmented material.
- Supporting scientific research at the intersection of media, technology, and political conflicts, with a focus on analyzing the mechanisms of narrative production and circulation within digital spaces.
- Enhancing societal awareness through continuous awareness campaigns regarding the dangers of media misinformation, with particular emphasis on how digital narratives are constructed in political and humanitarian issues.
- Encouraging cooperation among media institutions, academic organizations, and social media platforms to establish joint

mechanisms for monitoring misleading content and reducing its dissemination.

- Intensifying the training of journalists in digital verification techniques (*fact-checking*) and open-source investigation tools, especially in the coverage of armed conflicts such as the war on Gaza.
- Developing specialized platforms dedicated to monitoring and debunking media misinformation during times of crisis, ensuring rapid responses to false or manipulated content.
- Supporting professional media production based on standards of accuracy, objectivity, and balance in order to reduce the influence of biased discourses on shaping public opinion.
- Encouraging applied studies that focus on audience interaction with conflicting media narratives in order to better understand mechanisms of influence and perception within the digital environment.

## BIBLIOGRAPHIE

Ghandar, B. (2023, July 03). Tafā'uliyat ṭālib al-i'lām al-tarbawī fī muwājahat al-akhbār al-zā'ifah bi-mawāqī' al-tawāṣul al-ijtimā'ī wa-'alāqatuhā bi-mahārāt al-tarbiyah al-i'lāmiyyah al-raqamiyyah ladayhim. *Majallat al-Buḥūth al-I'lāmiyyah*, pp. 1613-1718. Récupéré sur [https://jsb.journals.ekb.eg/article\\_307316.html](https://jsb.journals.ekb.eg/article_307316.html)

Abu Dari, M. (2018). Taḥaqquq ghuraf al-akhbār al-tilfizyūniyyah min al-ma'lūmāt al-mutadaffiqah min mawāqī' al-tawāṣul al-ijtimā'ī qabl baththihā: Al-Jazeera anmūdhan. Amman, Middle East University, Jordan.

European Commission. (2022). *Guidelines for teachers to foster digital literacy and tackle disinformation*. European Commission. Récupéré sur [https://education.ec.europa.eu/focus-topics/digital-education/actions/plan/guidelines-for-teachers-to-foster-digital-literacy-and-tackle-disinformation?utm\\_source=chatgpt.com](https://education.ec.europa.eu/focus-topics/digital-education/actions/plan/guidelines-for-teachers-to-foster-digital-literacy-and-tackle-disinformation?utm_source=chatgpt.com)

Jordan Media Institute. (2026, April 10). *Al-istirātījiyyah al-waṭaniyyah al-thāniyyah li-nashr al-dirāyah al-i'lāmiyyah wa-al-ma'lūmātiyyah 2026–2029*. Récupéré sur Jordan Media Institute: <https://www.ifla.org/wp-content/uploads/2019/05/assets/information>

Kanaaneh, A. (s.d.). *Warqat mawqif li-Markaz Ḥamleh takshif kayfa yu'ād tashkīl wāqī' al-shabāb al-Filasṭīnī 'abra al-taḍlīl al-ma'lūmātī athnā' ḥarb al-ibādah?* Consulté le April 19, 2026, sur Ḥamleh: 19 April 2026

Kenyalshua, T. (2024, March 12). *Mākīnat al-taḍlīl al-i'lāmī: Silāḥ asāsī fī tirsānat Isrā'īl*. Récupéré sur Al-Shabakah: <https://al-shabaka.org/briefs/%D9%85%D8%A7%D9%83%D9%8A%D9%86%D8%A9-%D8%A7%D9%84%D8%AA%D8%B6%D9%84%D9%8A%D9%84-%D8%A7%D9%84%D8%A5%D8%B9%D9%84%D8%A7%D9%85%D9%8A-%D8%B3%D9%84%D8%A7%D8%AD-%D8%A3%D8%B3%D8%A7%D8%B3%D9%8A-%D9%81%D9%8A->

%D8%AA%D8%B1%D8%B3%D8%A7%D9

- Literacy, Global Alliance for Partnerships on Media and Information*. (2026, April 10). Récupéré sur UNESCO: <https://www.unesco.org/ar/media-information-literacy/alliance>
- McCombs, M. (s.d.). *Setting the agenda: The mass media and public opinion*. Récupéré sur <https://books.google.com/books?id=hMxrVxROkHEC>
- Middleton, S. (2015). *Extracting attributed verification and debunking reports from social media: MediaEval 2015 Trust and Credibility Analysis of Image and Video*. University of Southampton. Récupéré sur <https://eprints.soton.ac.uk/382360/>
- O'Boyle, N. (s.d.). *Communication theory for humans: Communication in a mediated world*. Springer. Récupéré sur <https://link.springer.com/book/10.1007/978-3-031-02450-4>
- Qishta, ' a.-Q. (2024, 06 30). Al-ta'tīm al-i'lāmī wa-al-ḥarb 'alā Ghazzah. *Daftār al-Buḥūth al-'Ilmiyyah*, 12(1), pp. 667-684. Récupéré sur <https://asjp.cerist.dz/en/article/248104>
- Rashad, I. (2025, December 14). *Kayfa yaḥmīnā al-shakk min al-taḍlīl*. Consulté le April 10, 2026, sur Al Jazeera Media Institute: <https://institute.aljazeera.net/ar/ajr/article/3486>
- Shao, C., Ciampaglia, G. L., Varol, O., Yang, K.-C., Flammini, A., & Menczer, F. (2018). The spread of low-credibility content by social bots. *Nature Communications*, 9(1), p. 4787. doi:10.1038/s41467-018-06930-7
- The Moscow Declaration on Media Literacy*. (2012, June 28). Récupéré sur IFLA: <https://www.ifla.org/wp-content/uploads/2019/05/assets/inform>
- ation-literacy/publications/moscow-declaration-on-mil-en.pdf
- TRT Arabic. (2021, May 20). *Fann al-taḍlīl: Kayfa tastakhdim Isrā'īl al-hasbarah li-tabyīd jarā'imihā?* Consulté le April 20, 2026, sur TRT Arabic: <https://www.trtarabi.com/article/5505898>
- Wilson, C., & Grizzle, A. (s.d.). *Ma'rifat asāsiyyāt al-ma'lūmāt wa-al-i'lām: Minhāj lil-mu'allimīn*. France: UNESCO. Récupéré sur [https://unesdoc.unesco.org/ark:/48223/pf0000192971\\_ara](https://unesdoc.unesco.org/ark:/48223/pf0000192971_ara)
- Yassine, H. (2025, 06 01). Ṣiḥāfat al-dhakā' al-iṣṭinā'ī wa-ālīyāt muwājahat al-akhbār al-zā'ifah wa-al-ma'lūmāt al-muḍallilah. *Majallat al-Mi'yār*, 29(03), pp. 322-333. Récupéré sur <https://asjp.cerist.dz/en/article/267665>
- Zahawrah, R., & Awad, S.-D. (2005, 12 28). Dawr al-dirāyah al-i'lāmiyyah wa-al-ma'lūmātiyyah fī ḥimāyat ṭalabat al-i'lām fī al-jāmi'āt al-Filasṭīniyyah min al-akhbār al-muḍallilah 'abra wasā'il al-tawāṣul al-ijtimā'ī. *Al-Majallah al-Jazā'iriyyah li-Buḥūth al-I'lām wa-al-Ra'y al-'Āmm*, 08(02), pp. 56-83. Récupéré sur <https://asjp.cerist.dz/en/article/283323>