

Mapping AI Literacy, Agency and Disinformation Resilience in Higher Education:

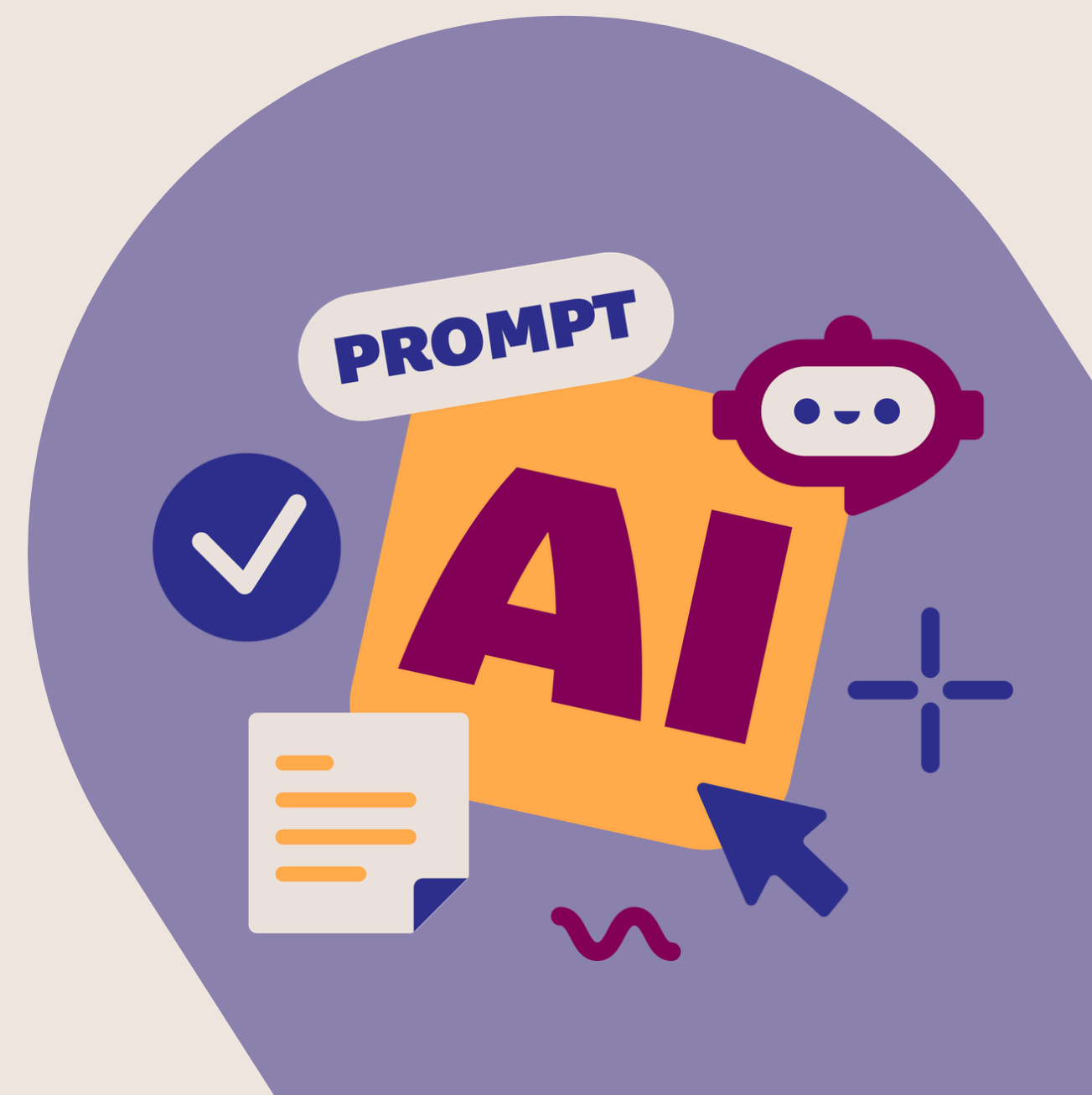
Futures of Media and Information Literacy in an
AI-driven Europe

Media & Learning Conference 2026
June 17-18, 2026



Co-funded by
the European Union

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AI Literate



- Strengthens AI literacy in higher education across Italy, Portugal, Croatia, Poland, and Belgium by promoting **ethical AI use**, bias detection, and academic integrity.
- Investigates **how Generative AI contributes to disinformation** through empirical research, case studies, and participatory activities, while identifying strategies to counter AI-generated misinformation.
- Supports higher education institutions in **integrating GenAI responsibly** into teaching and learning by improving digital literacy, critical assessment of AI-generated content, and evidence-based educational practices.

AI Literate

The consortium



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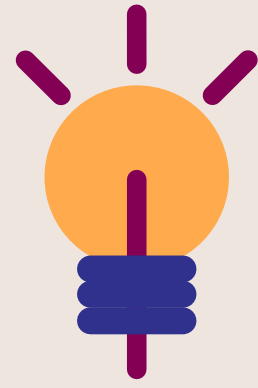


AI Literate

4 outputs



- **Research publications:** we conduct studies, roundtables, and online evaluations to understand how the higher education community perceives and experiences generative AI.
- **Blended Learning Program:** structured blended learning programme focused on generative AI and digital disinformation. (20-hour online course + 3-day intensive bootcamp)
- **Guidelines:** practical guidelines to support the responsible use of generative AI in higher education
- **Multimedia projects:** during the bootcamp, students collaborate in a Media Lab to create multimedia projects such as videos, podcasts, interactive features, and social media campaigns.



OBJECTIVE:

- 1. Conceptual and methodological framework of Work Package 2 (WP2) within the European Erasmus+ project AI-LITERATE – UPSKILLING HIGHER EDUCATION IN THE AGE OF GENERATIVE AI AND DISINFORMATION. WP2 examines how higher education institutions (HEIs) across Portugal, Italy, Croatia, Poland, and Belgium (a multinational, ongoing study) are integrating AI into their educational policies and practices.*
- 2. Explore how universities are redefining academic integrity, ethical responsibility, and critical literacy in the context of AI adoption and implementation. It further asks how higher education can cultivate resilience to misinformation and artificially generated disinformation—issues that are increasingly central to democratic knowledge production.*



METHODOLOGY



This research adopts a **multi-level analytical framework** (Serpa and Ferreira, 2019) structured across three levels: macro, meso, and micro.

It combines **qualitative analysis** and **coding** of a **dataset** developed in four countries, Italy, Croatia, Portugal, and Poland, through **expert consultation**.

Macro

national strategies, ministerial guidelines, and regulatory frameworks related to AI.

Meso

university regulations, ethical charters, and institutional policies related to AI.

Micro

courses, syllabi, and educational materials related to AI literacy, ethics, communication, and digital competences.

Methodology

Dimensions



Across these three levels, the analysis is structured around six analytical dimensions:

- **Agency** - human autonomy, judgment, responsibility
- **Ethics** - transparency, accountability, fairness, authorship
- **AI literacy** - knowledge and skills needed to understand, critically evaluate, and responsibly use AI
- **Disinformation** - AI-generated misinformation, hallucinations and epistemic harm
- **Risk** - privacy, security, bias, copyright, and potential harms or uncertainties associated with AI adoption
- **Equity** - fairness, inclusion, accessibility, preventing the reinforcement of social and digital inequalities

Methodology

Codes



A score of 0 = Absent or Unaddressed

A score of 1 = Emergent Awareness

A score of 2 = Formalised Integration

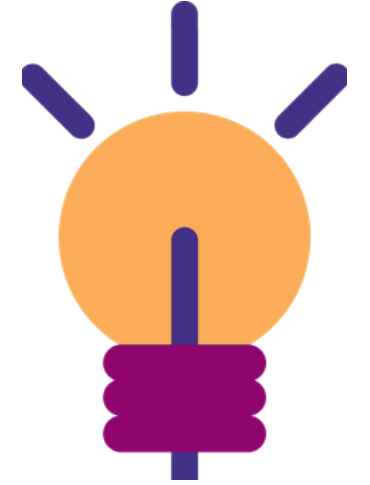
A score of 3 = Operationalised and
Systemic Integration

Table 1

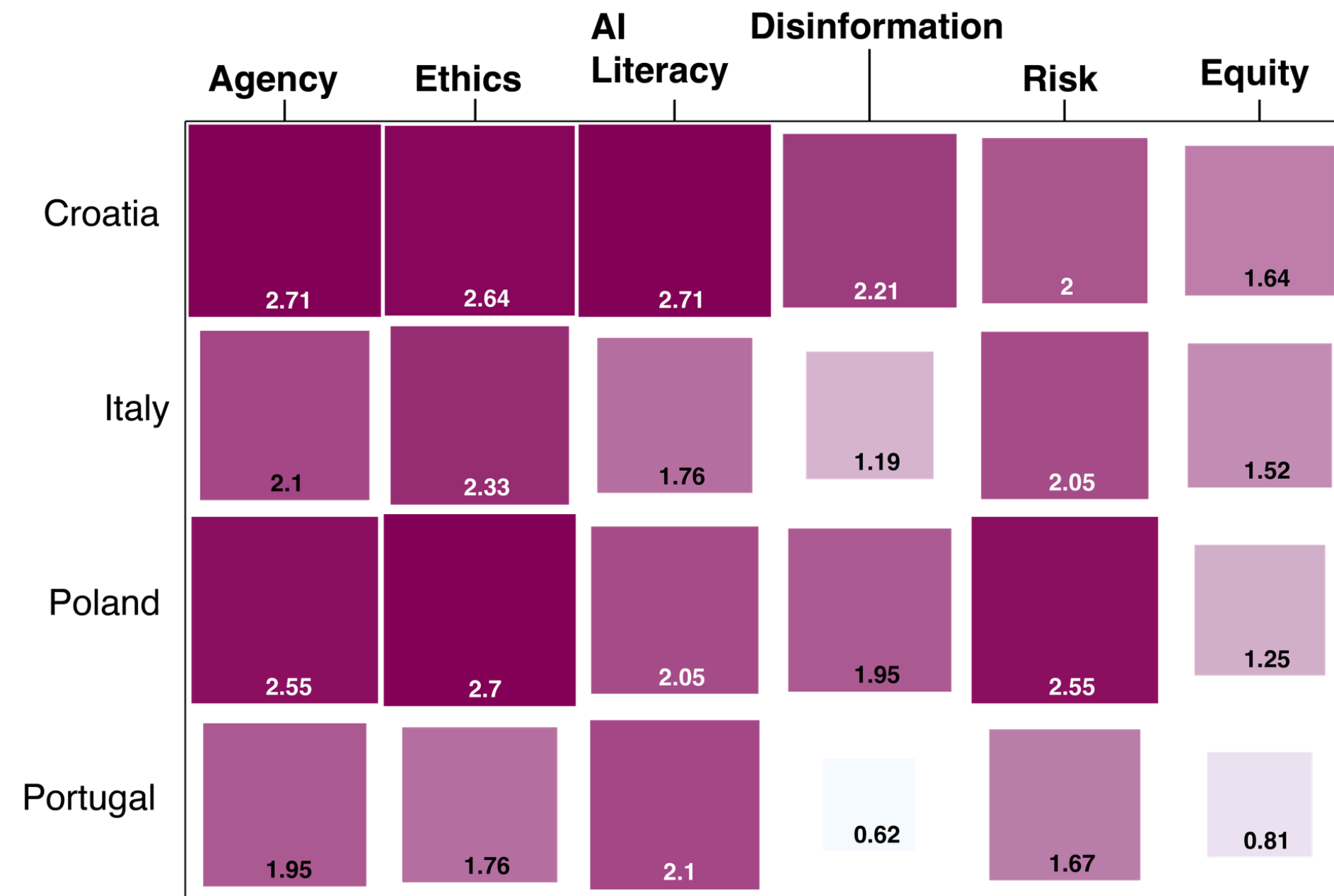
Country	Level	Institution	Document
Italy	Macro	Italy	MIM Guidelines on AI in Schools
	Meso	University of Bologna	Generative AI Policy
	Meso	Politecnico di Milano	AI Guidelines & DASTU FAQs
	Meso	University of Milan	AI Decalogue & Guidelines
	Meso	Ca' Foscari University of Venice	AI Guidelines (Teaching, Research, Admin)
	Meso	University of Florence	AI Guidelines
	Meso	University of Parma	AI Guidelines
	Meso	University of Verona	AI Guidelines
	Meso	University of Bergamo	AI Guidelines
	Meso	University of Teramo	AI Guidelines
	Meso	University of Milan-Bicocca	Student AI Guidelines
	Meso	University of Trieste	Digital Rights Regulation (Art.16)
	Micro	University of Bologna	Ethics in Artificial Intelligence (course)
	Micro	University of Milan	AI Literacy (training course)
	Micro	University of Bari	Ethics / Sustainability-related course
	Micro	University of Macerata	Ethics of AI (course)
	Micro	University of Basilicata	AI / Ethics-related programme
	Micro	University of Padua	Applied AI course
	Micro	University of Turin	AI-related programme
	Micro	University of Naples Federico II	AI-related programme

The dataset

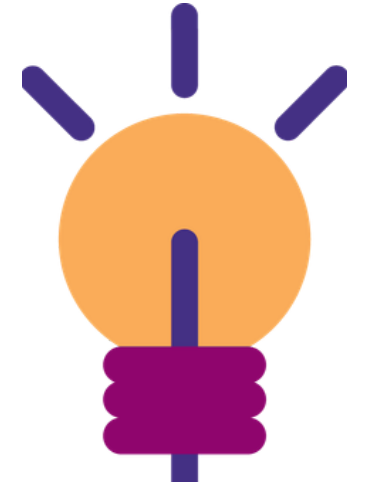
KEY FINDINGS



The heatmap shows **average** levels for each country and each dimension



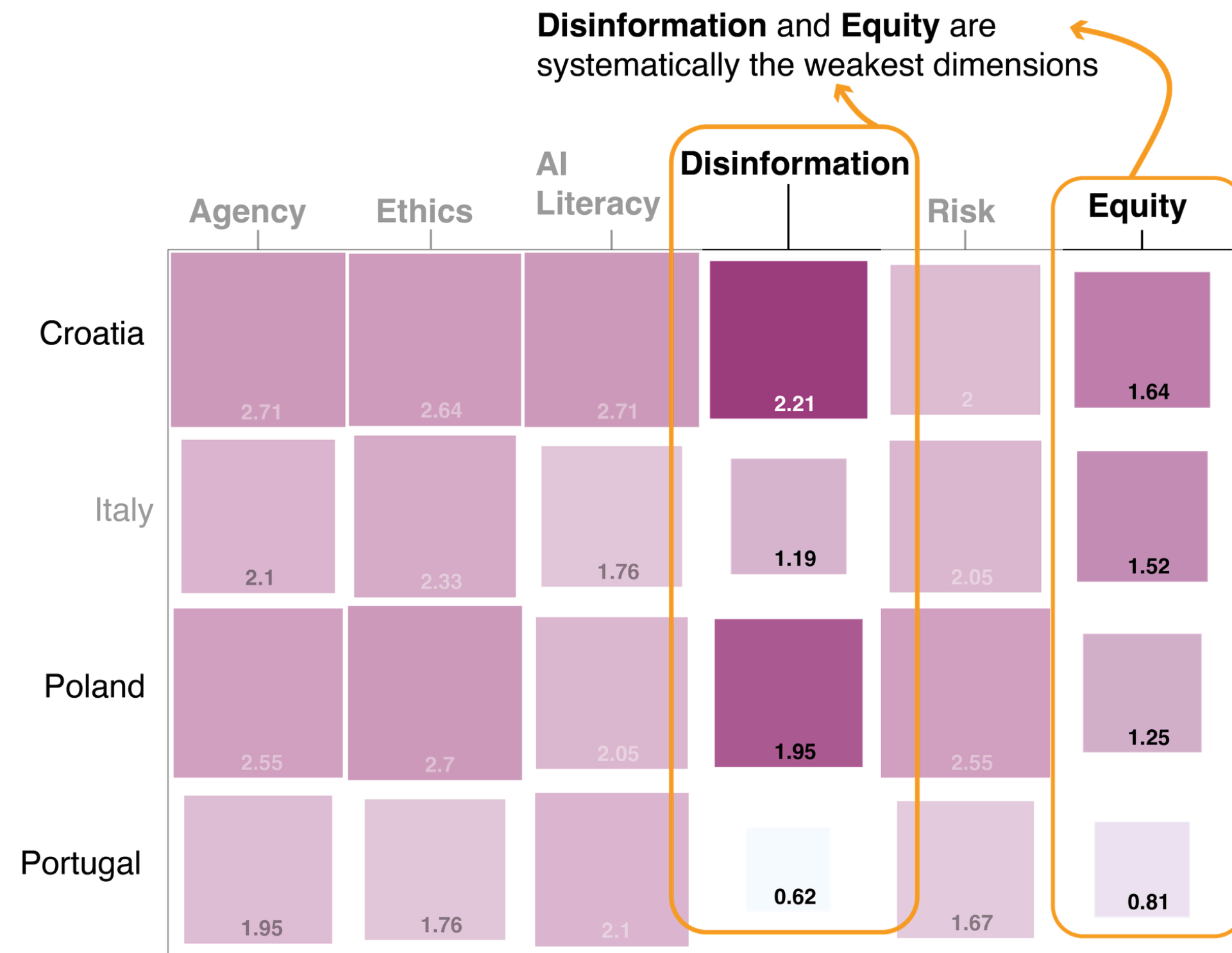
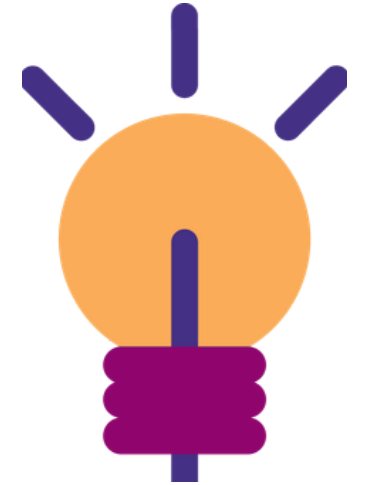
KEY FINDINGS



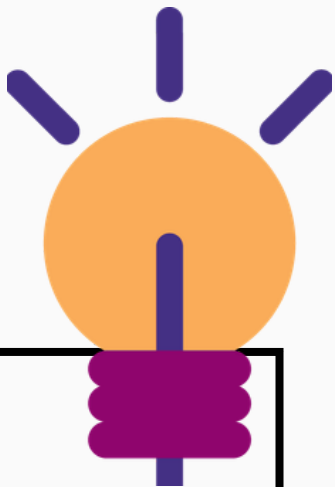
Agency and **Ethics** are the strongest dimensions in each country - clear alignment with **EU frameworks**

	Agency	Ethics	AI Literacy	Disinformation	Risk	Equity
Croatia	2.71	2.64	2.71	2.21	2	1.64
Italy	2.1	2.33	1.76	1.19	2.05	1.52
Poland	2.55	2.7	2.05	1.95	2.55	1.25
Portugal	1.95	1.76	2.1	0.62	1.67	0.81

KEY FINDINGS



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Country	Governance Model	Structural feature
Croatia	Bottom up resilience model	Meso & Micro compensate for macro gaps
Italy	Meso driven governance under macro absence	High institutional variability
Poland	Regulation strong and pedagogy advanced	Strong micro level
Portugal	Integrity driven governance	Strong compliance, weak curricular integration

Conclusions



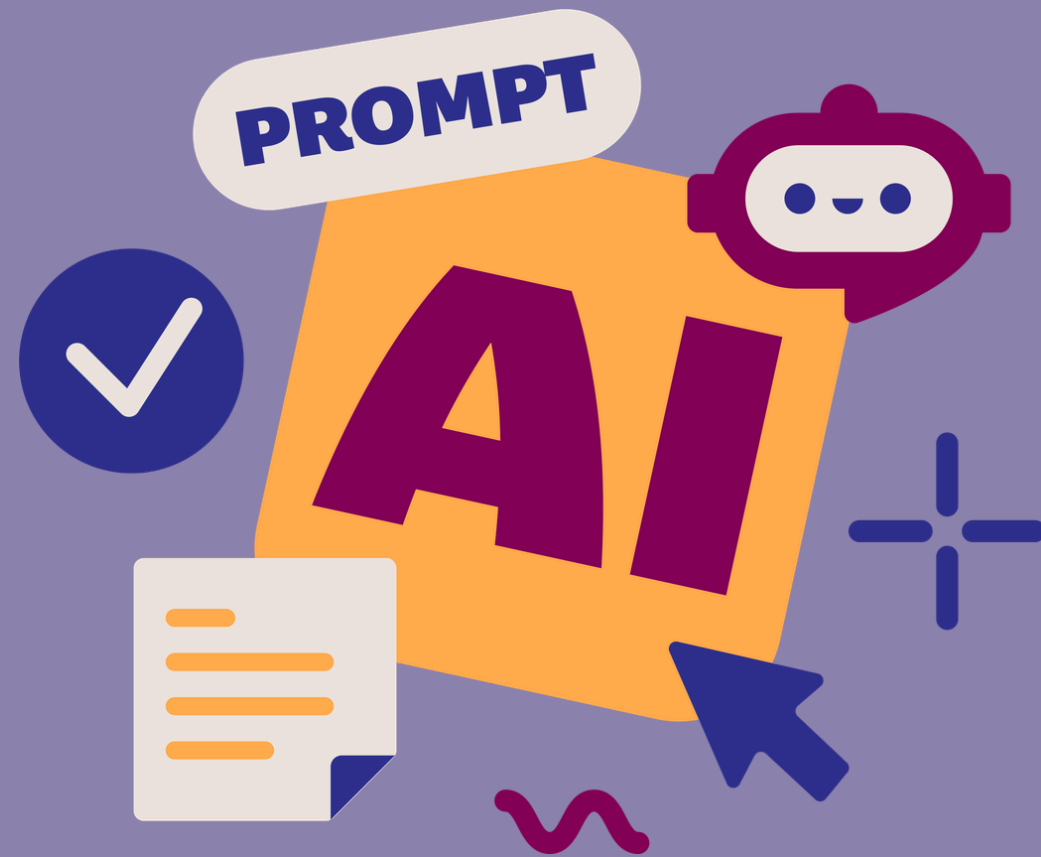
- The integration of AI in higher education is not only a technological issue but a **multi-level governance challenge** requiring stronger alignment between policy, institutional governance, and pedagogical practice.
- While European and national frameworks provide strong foundations for ethics, accountability, and risk management, higher education institutions remain the key actors translating these principles into **operational and educational practices**.
- Future AI governance in higher education should move beyond compliance-driven approaches and **strengthen interdisciplinary AI literacy**, epistemic resilience, and inclusive practices capable of addressing disinformation and social inequalities.

Limitations



- The study is exploratory and **based on uneven datasets across countries**, due to differences in document availability, institutional transparency, and national policy development.
- The analysis relied partly on **AI-assisted qualitative coding**, which may introduce risks such as hallucinations or interpretative inconsistencies, despite the use of expert-in-the-loop validation.
- Micro-level analysis was **limited by the nature of syllabi** and institutional documents, which do not always reflect actual classroom practices or the full dynamics of AI use in teaching and learning.

Thank you



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For more information on the project, check out:
www.ai-literate.eu