

ABSTRACT

This bachelor's thesis deals with misinformation and demonstrates how schools in selected countries approach the issue of misinformation in media education and subsequently compares these approaches. The thesis focuses on the concept of misinformation and distinguishes other related terms (fake news, hoaxes, conspiracy theories, etc.). Furthermore, the thesis analyzes the fundamental aspects of media education, specifically in the Czech Republic, Finland, and the United Kingdom. This section provides the reader with a clearer picture of how individual countries approach media education. The comparison is specifically emphasized on the topic of misinformation. Thus, the thesis aims to answer whether Czech students are sufficiently educated in dealing with misinformation and media in general.