

# Universidad de Huelva

Departamento de Pedagogía



## Alfabetización mediática e informacional en el currículum escolar: presencia, pervivencias y retos en América Latina

Memoria para optar al grado de doctora  
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Huelva, 2025



# ALFABETIZACIÓN MEDIÁTICA E INFORMACIONAL EN EL CURRÍCULUM ESCOLAR

Presencia, pervivencias y retos  
en América Latina

Tesis Doctoral

**Elizabeth-Guadalupe Rojas-Estrada**

Directores

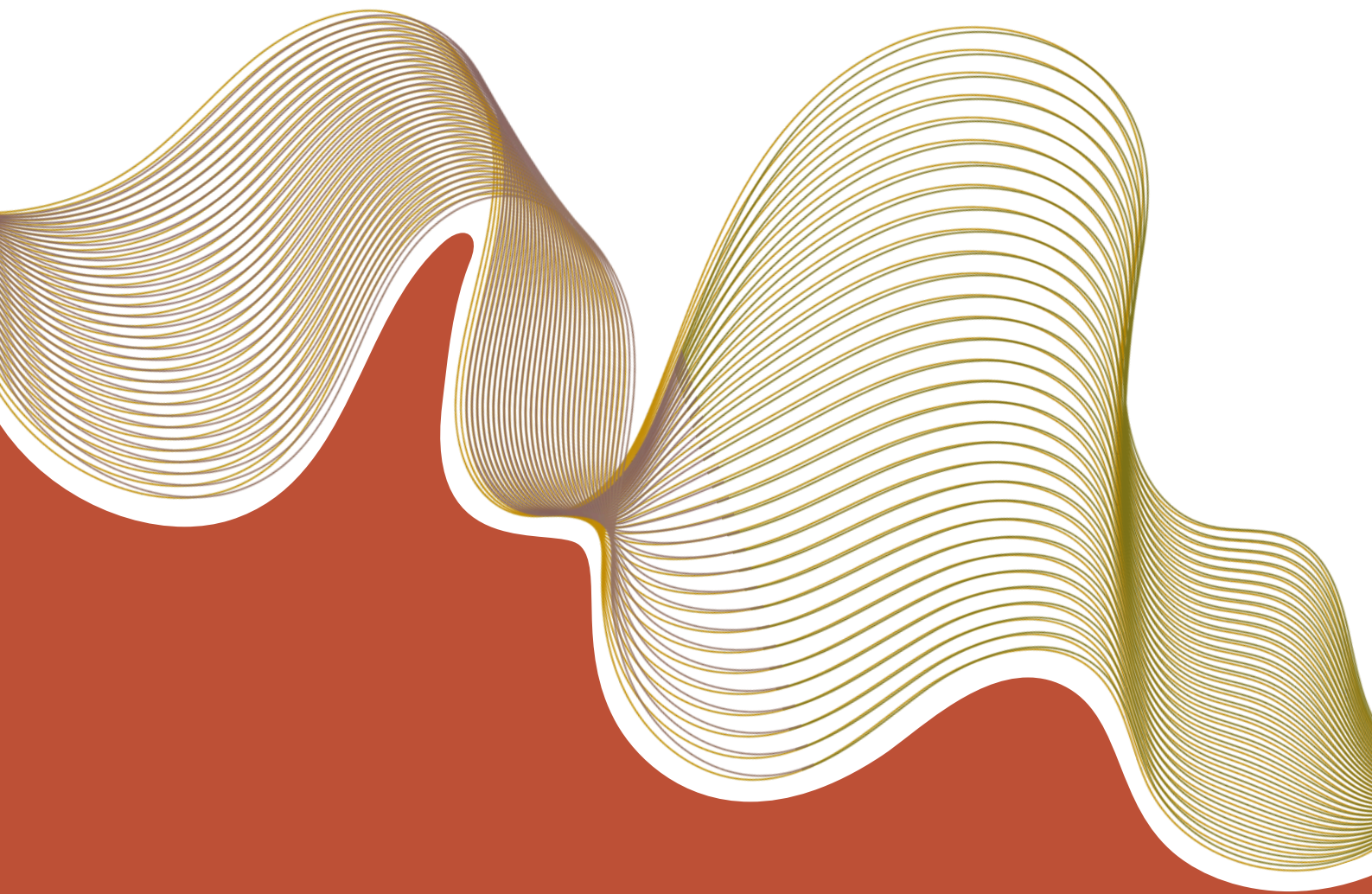
**Dr. Ignacio Aguaded**

**Dra. Rosa García-Ruiz**



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Doctorado Interuniversitario en Comunicación  
Huelva 2025




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# Preliminares

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# RESUMEN

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La integración de la Alfabetización Mediática e Informativa (AMI) en el currículum escolar no solo responde a los desafíos del siglo XXI, sino que se configura como un mecanismo esencial para el empoderamiento de los estudiantes como ciudadanos digitales críticos, creativos y resilientes. En este contexto, se han llevado a cabo cinco investigaciones que, en conjunto, buscan analizar la integración de la AMI en el currículum prescrito de los países latinoamericanos: 1) identificando su presencia en los documentos curriculares oficiales, mediante el análisis de estos documentos para examinar el uso y tratamiento de conceptos clave como «alfabetización», «medios» y «ciudadano» desde una perspectiva diacrónica, así como para identificar la presencia y progresión de los objetivos de aprendizaje asociados a las dimensiones de la competencia mediática; y 2) evaluando los factores que influyen en el diseño de esta política educativa, a través de dos revisiones sistemáticas de literatura bajo el protocolo PRISMA, efectuadas para evaluar la producción científica sobre este tema en la región y para examinar el proceso de diseño, implementación y evaluación de esta política en diversos países. Además, se han explorado las perspectivas de dos grupos clave en torno a este proceso –los expertos y los representantes de las asociaciones civiles–, con el fin de identificar posibilidades y retos en sus respectivos países. Este recorrido revela que no basta con la mera mención de la AMI, y se identifican 21 categorías que deben ser consideradas para una implementación sistemática que contemple la colaboración de las esferas política, social e institucional.

## Palabras clave:

Competencia mediática,  
Alfabetización mediática  
e informativa,  
Educación mediática  
Currículum,  
Política educativa,  
Latinoamérica.

# ABSTRACT

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The integration of Media and Information Literacy (MIL) into the school curriculum not only addresses the challenges of the 21st century, but also serves as an essential mechanism for empowering students to become critical, creative, and resilient digital citizens. In this context, five studies have been conducted that, collectively, aim to analyze the integration of MIL into the prescribed curriculum of Latin American countries: 1) identifying its presence in official curricular documents by analyzing these documents to examine the use and treatment of key concepts such as "literacy", "media", and "citizen" from a diachronic perspective, as well as identifying the presence and progression of learning objectives associated with the dimensions of media competence; and 2) evaluating the factors influencing the design of this educational policy through two systematic literature reviews following the PRISMA protocol, conducted to assess the scientific production on this topic in the region and to examine the design, implementation, and evaluation process of this policy in various countries. Additionally, the perspectives of two key groups regarding this process —experts and representatives from civil society organizations— have been explored to identify opportunities and challenges in their respective countries. This journey reveals that the mere mention of MIL is not enough, and 21 categories have been identified that must be considered for a systematic implementation that involves the collaboration of political, social, and institutional spheres.

## Keywords:

Media competence,  
Media and information  
literacy,  
Media education,  
Curriculum,  
Educational policies,  
Latin America.



## Punto de partida

Imagine que, tras años de esfuerzo colectivo, la Alfabetización Mediática e Informativa (AMI) finalmente se incorpora de manera explícita en el currículo escolar de su país. A la mañana siguiente, al leer la noticia en los medios de comunicación, la alegría inicial da paso a una serie de cuestionamientos: ¿Cree que los docentes reciben esta noticia con el mismo entusiasmo? ¿Comprenden plenamente el concepto de AMI y su importancia? ¿Poseen la formación necesaria para integrarla en su práctica? ¿Existen recursos e instituciones que respalden la enseñanza de este tipo de competencias? ¿O nos hallamos ante un fenómeno de desincronización estructural entre prescripción y realidad?

Estas inquietudes son el motor del presente compendio de tesis y se nutren de la experiencia del cineasta húngaro László Hartai (2018), quien advierte que la integración de la AMI exige más que su reconocimiento en documentos oficiales. ¿Cómo, entonces, podemos anticiparnos a estos desafíos y preparar el terreno para una integración efectiva e integral de la AMI?



**01**

**Introducción**

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## 1.1 Contexto y relevancia de la investigación

Marshall McLuhan considera demasiado usual que al perder de vista el carácter del medio se preste más atención a su contenido. Para ilustrarlo, se sirve del impacto de la luz eléctrica y explica que «el mensaje de cualquier medio o tecnología es el cambio de escala, ritmo o patrones que introduce en los asuntos humanos» (McLuhan, 1996, p. 30). Son Postman y Weingartner quienes trasladan el ejemplo hasta los nuevos ambientes de aprendizaje. En *Teaching as a subversive activity* (1969) argumentan que si se ignora el efecto y se contempla a la luz eléctrica como una versión más poderosa de la vela, se entenderá que el cambio tecnológico es aditivo. Aunque lo cierto es que se trata de un medio absolutamente nuevo que exige la adquisición de estrategias inéditas para subsistir en él.

El libro como símbolo de la certidumbre es, según Jesús Galindo (2006), un recordatorio de que existe una sociedad erigida sobre un equilibrio ilusorio en el que bastaría con conocer el mundo una sola vez para sobrevivir en él. Sin embargo, el mundo cambia constantemente. Pensemos, por ejemplo, en la industria editorial que ahora también vende versiones en *e-book*, crea portadas con Inteligencia Artificial (IA), paga colaboraciones con *booktubers* para que recomienden sus obras, descubre nuevos autores en plataformas como *Wattpad* y busca atraer a los lectores a sus páginas en línea, aunque al mismo tiempo estos pueden acceder a copias a través de bots en canales de *Telegram*.

En consonancia con esta revolución, la coexistencia del papel y las pantallas en el aula configura un espacio-tiempo nuevo, en el que la educación es mucho menos homogénea de lo que suponen quienes la conciben como un territorio uniforme e industrial. Y ésta es la razón por la cual Ross (2009, p. 147) considera que aceptar o rechazar los cambios en el ecosistema mediático en el que educamos puede ser una cuestión de «vida o muerte». Con esta idea, la autora reivindica el potencial de la escuela para convertirse en un ambiente crítico capaz de ayudar a niños y a jóvenes a enfrentar las exigencias presentes y futuras de dicho ecosistema.

Si recurrimos a los informes realizados por la Comisión Internacional para el desarrollo de la Educación de la UNESCO desde los años setenta, encontraremos que “la nueva era” prevista por Edgar Faure y su equipo ha llegado. De manera general, las transformaciones cualitativas que trajo consigo la «revolución científico-técnica» fueron fuertemente subrayadas por el ex ministro de educación francés y su equipo. Tanto el informe Faure (1973) como el informe Delors (1996), titulado *La educación encierra un tesoro*, coincidieron en que se vivían tiempos convulsos y desiguales, en los que la información aumentaba mientras disminuía el número de personas capaces de aprovecharla, la imagen se imponía con fuerza y la masificación de los mensajes se hacía presente.

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No obstante, es en el informe presidido por Irina Bokova (2015) donde se introduce la palabra «digital» y se señala que este nuevo plano provocan rupturas que van más allá de la introducción de nuevos dispositivos. Por un lado, advierte que las Tecnologías de la Información y la Comunicación (TIC) ofrecen a los estudiantes oportunidades para la libertad de expresión y la participación social; por otro, plantea riesgos relacionados con la vulneración de la intimidad y la seguridad. Desde esta perspectiva ambivalente, también menciona que, si bien hay un mayor volumen de conocimiento accesible, también han aumentado las narrativas discriminatorias en las redes sociales.

Casi cuatro décadas después del análisis de Faure, el informe dirigido por la presidenta de Etiopía, Sahle-Work Zewde (2021), realizado tras la pandemia de Covid-19 que obligó a los sistemas educativos a priorizar contenidos y recurrir a la enseñanza remota, reconoce las ventajas que los medios brindan para que los ciudadanos generen, difundan y validen sus ideas creativas. No obstante, también resalta el desafío del crecimiento de las noticias falsas y prevé, en un tono similar al de Faure respecto a los medios tradicionales, que el mundo será más complejo a medida que la IA transforme las estructuras sociales, culturales y laborales. Por ello, al igual que los informes anteriores, plantea la necesidad urgente de incluir en el currículum escolar el desarrollo de competencias que tradicionalmente no se enseñan, pero que están estrechamente vinculadas al mundo en el que viven los estudiantes.

La clave de este proceso, según Potter (2022), reside en la Alfabetización Mediática e Informacional (AMI), un conjunto de habilidades, conocimientos y actitudes que favorecen el uso y la interacción crítica con los medios, la información y la tecnología. Desde la óptica de Kellner y Share (2007), los principios promovidos por la AMI constituyen el sustrato de una educación transformadora, especialmente cuando se enseñan desde un enfoque democrático que se alinea con las ideas de educadores como Paulo Freire, cuya visión alfabetizadora propone generar un cambio real en los individuos a través de un proceso de concientización sobre sí mismos y su entorno.

Bajo estas condiciones, la AMI es vista como una herramienta esencial para que los ciudadanos comprendan que los mensajes que consumen y producen son construcciones, sujetas a intereses económicos y políticos que condicionan la circulación de la información (Maneta & Brites, 2024). También como un tipo de formación que permite identificar y cuestionar representaciones estereotipadas de grupos históricamente marginados, funcionando como un catalizador del entendimiento mutuo (Uršič & Jurak, 2023). O como un mecanismo para potenciar el uso de los medios digitales y las redes sociales como herramientas de movilización ciudadana, así como una clave para que los individuos ejerzan su derecho a la autoexpresión, defiendan sus derechos y construyan discursos alternativos que no solo promuevan la democracia, sino que también fomenten la justicia social, la equidad y la sostenibilidad ambiental (Anderson, 2024, Chu, 2020).

No obstante, ¿dónde y de qué forma podría la AMI cumplir mejor su función, dadas las posibilidades que ofrece? Si la escuela es la respuesta, el reto radica precisamente en trasladar estas «estrategias de supervivencia» a los sistemas educativos de América Latina. Tras el retorno a la democracia en países como Chile (Andrada et al., 2019), Argentina (Martino & Caissón, 2019), Uruguay (Sánchez-Vilela et al., 2019) y Brasil (Fantin, 2019), se afianzó la convicción de que la presencia de los medios en la escuela está estrechamente vinculada con principios fundamentales de la vida democrática, tales como la libertad de expresión, la diversidad de fuentes de información y la pluralidad de voces en la esfera pública. Sin embargo, la región sigue enfrentando grandes desafíos, ya que, aunque se destina una importante inversión en dotación tecnológica, persisten desigualdades en el acceso a las TIC y una falta de voluntad política para integrar la AMI tanto en el ámbito educativo como en el sociocomunitario (Garro-Rojas, 2020; Mateus et al., 2019).

A pesar de los esfuerzos académicos y los proyectos de intervención impulsados por diversas asociaciones escolares y civiles en la región, el desarrollo de la AMI en el currículo escolar sigue siendo rudimentario (Durán-Becerra, 2016; Trejo-Quintana, 2017). En muchos casos, su inclusión se limita a una afirmación simbólica, ya que se reconoce como parte de las competencias para la vida o como una respuesta coyuntural ante fenómenos puntuales como la desinformación, pero carece de estrategias claras y sistemáticas para su desarrollo y evaluación (Garro-Rojas, 2020; Rojas-Estrada et al., 2025a). Un estudio realizado por la UNESCO en colaboración con la Plataforma de Reguladores Audiovisuales de Iberoamérica (PRAI) revela que solo una pequeña fracción de estos organismos dispone de recursos para la promoción de la AMI, y que únicamente la mitad de los países estudiados ha implementado legislaciones relacionadas con este tipo de formación (González, 2024).

Ante este panorama, resulta fundamental estudiar la forma en que la AMI se inscribe en el currículo escolar, ese artefacto normativo que puede interpretarse como una manera de fragmentar el mundo en unidades arbitrarias, las cuales se reorganizan y adquieren sentido a través de los ritos y estructuras propias de la escolarización (Mutale, 2018). Pero que más que un simple instrumento de organización del aprendizaje, el currículo es también un vehículo simbólico que proyecta los valores, competencias y aspiraciones de una sociedad respecto a la formación de sus ciudadanos. En él se cruzan intereses, disputas y visiones sobre lo que debe constituir el «mundo deseable» (Gimeno-Sacristán, 2010). No obstante, como subraya Díaz-Barriga (2010), esta proyección idealizada siempre entra en tensión con los condicionantes de la realidad. Por ello, es necesario tener presente que, al integrar la AMI, se asume la responsabilidad de convertir esa «utopía» en experiencias tangibles dentro del aula, en el quehacer cotidiano de los docentes y en los procesos de aprendizaje de los estudiantes.

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## 1.2 Enfoque y naturaleza de la tesis por compendio

El componente de «autonomía curricular» formó parte del plan de estudios para la educación básica (preescolar, primaria y secundaria) diseñado en el marco del Nuevo Modelo Educativo (NME) en México, presentado en 2017 (Secretaría de Educación Pública [SEP], 2017). Su propósito era otorgar a las escuelas la facultad de decidir sobre una parte del currículo, permitiendo su adaptación a las necesidades, intereses y contextos específicos de cada comunidad educativa (Gobierno de México, 2017). Para concretar esta propuesta, se pidió a los docentes que diseñaran e implementaran «clubes escolares» en cinco ámbitos: «ampliación de la formación académica, desarrollo personal y social, incorporación de nuevos contenidos relevantes, conocimientos regionales y proyectos de impacto social» (SEP, 2017, p. 620). Entre las actividades sugeridas se incluían laboratorios de computación, talleres de deportes, programación y robótica, animación, así como herramientas de gestión y comunicación.

Sin embargo, la evaluación de la prueba piloto realizada por el Instituto Nacional para la Evaluación de la Educación (INEE) evidenció las dificultades enfrentadas por las figuras educativas, desde los docentes hasta personal de supervisión, al transitar de un currículum definido externamente hacia uno que debía ser construido y contextualizado por cada escuela (INEE, 2019). Asimismo, destacó la falta de procesos de formación efectivos y la carencia de recursos necesarios para la implementación de este cambio.

Durante mi primer recorrido por los municipios de Baja California Sur, como parte del equipo de la Secretaría de Educación Básica en 2018 observé estas limitaciones, pero también descubrí que algunos docentes llevaban años facilitando espacios extracurriculares, como radios y periódicos estudiantiles, mucho antes de que se formalizara la solicitud de crear estos clubes. Esta experiencia me resultó particularmente cercana, ya que, en la escuela primaria en la que trabajaba, habíamos fundado un periódico escolar con el objetivo de escuchar y atender las inquietudes de nuestros estudiantes (Figura 1).

Al investigar sobre estas experiencias y el uso de la tecnología como herramienta de expresión en el ámbito escolar, encontré en la «educación» un marco teórico que no solo las reconocía, sino que también las explicaba. El libro *Una pedagogía de la comunicación (el comunicador popular)* de Mario Kaplún (2002) resultó clave, especialmente al describir la experiencia de Célestin Freinet en Francia y concebir al educador como un agente capaz de empoderar a individuos y comunidades mediante la producción y análisis de mensajes para fortalecer su incidencia en el entorno social.

Más adelante, descubrí el trabajo de László Hartai (2018), cineasta y académico reconocido por impulsar la AMI en el sistema educativo húngaro. En uno de sus textos, Hartai relata que, al conocer la integración de la AMI en los programas, experimentó primero entusiasmo y luego una profunda inquietud. Se preguntó cómo reaccionarían los docentes ante esta noticia, si realmente estaban preparados para el cambio y si comprendían su alcance. Su conclusión fue negativa. Al aplicar esta reflexión al contexto mexicano y a la experiencia de la autonomía curricular, el panorama me resultó igualmente incierto.

Este ejercicio enriqueció mi visión al poner de manifiesto el riesgo que representa la desconexión entre las políticas educativas y las realidades socioculturales de los destinatarios, un fenómeno presente en numerosas medidas, incluidas aquellas que favorecen la dotación tecnológica en nuestras escuelas (George-Reyes & Salado-Rodríguez, 2020; Rodríguez et al., 2023). A la vez, destacó que la simple incorporación de conceptos en los textos curriculares no es suficiente. Sin una estrategia organizada y sistemática, la integración de la AMI en la estructura educativa puede reducirse a un simple «eslogan bien intencionado», como denuncia Buckingham (2020). Este panorama también me permitió plantear más cuestionamientos: ¿Qué implica realmente integrar la AMI en el currículo escolar? ¿Cómo se configura esta política educativa? ¿Quiénes deben participar para garantizar su efectividad? ¿Qué aprendizajes podemos extraer de las experiencias previas relacionadas con su implementación?

Finalmente, el descubrimiento del proyecto European Media Literacy Education Study (EMEDUS) fue determinante para replantear el alcance de mi investigación. Esta iniciativa, desarrollada en Europa entre 2012 y 2014, recopiló información sobre estrategias pedagógicas, enfoques y niveles de integración de la educación mediática en los currículos escolares, ofreciendo un panorama

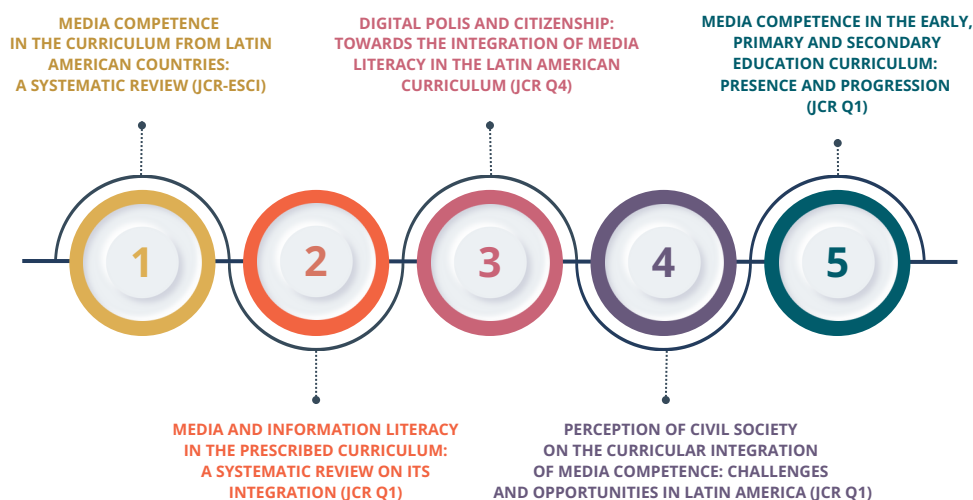
Figura 1. Nota periodística sobre el Club de Periodismo JAA



integral del tema en la región (Hartai, 2014). En mi exploración de proyectos similares en América Latina, identifiqué el trabajo de Castillo-Cárdenas et al. (2005) que documenta la iniciativa «Hacia un currículum iberoamericano de educación en medios», surgida en el congreso «Luces en el laberinto audiovisual». En este evento se presentaron informes sobre el estado de la comunicación y la educación en Iberoamérica, lo que generó un interés creciente entre especialistas de distintos países por ampliar el alcance del trabajo realizado. Este interés llevó a la disposición de establecer un marco de referencia para la creación de un currículo de educación mediática adaptado a la realidad iberoamericana. Sin embargo, el esfuerzo por actualizar la información sobre la integración curricular de la educación mediática en la región no logró concretarse.

En respuesta a esta laguna, mi investigación, inicialmente centrada en la relación entre competencia mediática y currículo en México y Chile, se expandió a otros países de América Latina y ha dado lugar a la producción de cinco artículos (Figura 2) que componen este proyecto de tesis por compendio: 1) *Media competence in the curriculum from Latin American countries: A systematic review* (ESCI-JIF) publicado en *Media Education* (Mediaobraziovane); 2) *Media and information literacy in the prescribed curriculum: A systematic review on its integration* publicado en *Education and Information Technologies* (JCR Q1); 3) *Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum* publicado en *Curriculum Matters* (JCR-Q4); 4) *Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America* publicado en *Voluntas* (JCR-Q1); y 5) *Media competence in the early, primary and secondary education curriculum: Presence and progression in Latin America* publicado en *Journal of Curriculum Studies* (JCR-Q1). A continuación, se presenta el proceso de investigación llevado a cabo para abordar los interrogantes surgidos del tránsito entre las aulas de cuatro ciudades puerto que han marcado profundamente mi formación como docente e investigadora: La Paz (México), Valparaíso (Chile), Huelva (España) y Montevideo (Uruguay).

**Figura 2.** Artículos que conforman la tesis por compendio



## 1.3 Research context and implications

Marshall McLuhan argues that it is very common to lose sight of the nature of a medium and instead focus on its content. To illustrate this, he refers to the impact of electric light, explaining that “the ‘message’ of any medium or technology is the change of scale, pace, or pattern that it introduces into human affairs” (McLuhan, 1996, p. 30). Postman and Weingartner extend this idea to new learning environments. In *Teaching as a Subversive Activity* (1969), they argue that if one ignores the effects of a technology and views electric light merely as a more powerful version of the candle, technological change will appear to be additive. However, in reality, it is an entirely new medium that requires individuals to develop new strategies to function within it.

According to Jesús Galindo (2006), the book, as a symbol of certainty, serves as a reminder that society is built on the illusion that knowing the world once is sufficient to survive in it. However, the world is constantly changing. For example, the publishing industry now offers e-books, designs covers using Artificial Intelligence (AI), collaborates with booktubers to promote books, discovers new authors on platforms such as Wattpad, and seeks to engage readers through its online platforms, even as those same readers may access copies through bots on Telegram channels.

In this context of transformation, the coexistence of print and digital media in the classroom creates a new spatiotemporal dynamic, in which education is far less uniform than those who conceive it as an industrialized system might assume. For this reason, Ross (2009, p. 147) argues that accepting or rejecting changes in the media ecosystem in which education takes place can be a matter of “life or death”. She emphasizes the potential for schools to transform into critical spaces capable of helping children and young people navigate the complexities of this ever-changing environment

By examining the reports produced by the International Commission on the Futures of Education of UNESCO since the 1970s, it becomes clear that the “new era” predicted by Edgar Faure has indeed arrived. In general, the qualitative changes brought about by the “scientific-technical revolution” were strongly highlighted by the former French Minister of Education and his team. Both the Faure Report (1973) and the Delors Report (1996), titled *Learning: the treasure within*, recognized that societies were experiencing instability and inequality, characterized by a growing volume of information yet a decreasing number of individuals able to effectively engage with it. Visual culture was becoming more dominant, and the reach of mass communication was expanding.

However, the report led by Irina Bokova (2015) is where the term “digital” is explicitly introduced, emphasizing that this new dimension causes disruptions that go beyond the simple introduction of new devices. On the one hand, the report acknowledges that Information and Communication Technologies (ICTs) provide students with opportunities for freedom of expression and social

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participation. On the other hand, it also raises concerns about risks related to privacy violations and security threats. From this ambivalent perspective, the report further notes that while there is greater access to knowledge, discriminatory narratives on social media have also increased.

Nearly four decades after Faure's analysis, the report directed by the President of Ethiopia, Sahle-Work Zewde (2021), published after a pandemic that forced education systems to prioritize content and rely on remote learning, recognizes the advantages that media offer for citizens to create, share, and validate their creative ideas. However, it also underscores the growing challenge of misinformation and, in a tone similar to Faure's regarding traditional media, predicts that the world will become increasingly complex as AI transforms social, cultural, and labor structures. Therefore, like the previous reports, it stresses the urgent need to incorporate into school curricula the development of skills that have traditionally been neglected but are crucial to the world in which students live.

The key to this process, according to Potter (2022), lies in Media and Information Literacy (MIL), a set of skills, knowledge, and attitudes that foster critical engagement with media, information, and technology. From the perspective of Kellner and Share (2007), the principles promoted by MIL form the foundation of transformative education, particularly when taught from a democratic approach aligned with the ideas of educators like Paulo Freire, whose literacy model seeks to create real change in individuals by fostering awareness of themselves and their surroundings.

Under these conditions, MIL is seen as an essential tool for helping citizens understand that the messages they consume and produce are constructed and influenced by economic and political interests that shape the flow of information (Maneta & Brites, 2024). It is also regarded as an educational framework that enables individuals to identify and challenge stereotypical representations of historically marginalized groups, serving as a catalyst for mutual understanding (Uršič & Jurak, 2023). Additionally, MIL empowers individuals to leverage digital media and social networks as tools for civic engagement while ensuring their right to self-expression, defending their rights, and constructing alternative narratives that not only promote democracy but also foster social justice, equity, and environmental sustainability (Chu, 2020; Anderson, 2024).

Nevertheless, given the opportunities it offers, where and how could MIL best fulfill its role? If schools are the answer, the challenge lies precisely in transferring these "survival strategies" to the educational systems of Latin America. Following the return to democracy in countries such as Chile (Andrada et al., 2019), Argentina (Martino & Caissón, 2019), Uruguay (Sánchez-Vilela et al., 2019), and Brazil (Fantin, 2019), the conviction strengthened that the presence of media in schools is closely linked to fundamental democratic principles, such as freedom of expression, diversity of information sources, and the plurality of voices in the public sphere. However, the region continues to face

significant challenges. Despite substantial investment in technological infrastructure, inequalities in access to ICTs persist, along with a lack of political will to integrate MIL into both educational and socio-community contexts (Garro-Rojas, 2020; Mateus et al., 2019).

Despite academic efforts and intervention projects led by various school and civil associations in the region, the development of MIL in school curricula remains rudimentary (Durán-Becerra, 2016; Trejo-Quintana, 2017). In many cases, its inclusion is merely symbolic: it is recognized as part of life skills or as a reactive response to specific phenomena such as disinformation, yet it lacks clear and systematic strategies for its development and assessment (Garro-Rojas, 2020; Rojas-Estrada et al., 2025a). A study conducted by UNESCO in collaboration with the Ibero-American Platform for Regulators of the Audiovisual Sector (PRAI) reveals that only a small fraction of these organizations have resources for MIL promotion and that only half of the countries analyzed have implemented legislation related to this type of education (González, 2024).

Given this scenario, it is essential to examine how MIL is embedded in the school curriculum, a normative artifact that can be understood as a way of fragmenting the world into arbitrary units, which are then reorganized and given meaning through the rituals and structures of schooling (Mutale, 2018). However, more than just a tool for structuring learning, the curriculum is also a symbolic vehicle that reflects a society's values, competencies, and aspirations regarding the education of its citizens. It is shaped by competing interests, disputes, and perspectives on what constitutes a "desirable world" (Gimeno-Sacristán, 2010). Nevertheless, as Díaz-Barriga (2010) emphasizes, this idealized projection inevitably clashes with real-world constraints. Therefore, integrating MIL into education entails the responsibility of transforming this "utopia" into tangible experiences within the classroom, in teachers' daily practices, and in students' learning processes.

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## 1.4 Scope and nature of the compilation dissertation

The concept of "curricular autonomy" was introduced as part of the basic education curriculum (preschool, primary, and secondary education) under Mexico's Nuevo Modelo Educativo [New Educational Model], presented in 2017 (SEP, 2017). Its goal was to give schools the flexibility to shape a portion of the curriculum, allowing them to tailor it to the specific needs, interests, and contexts of their communities (Gobierno de México, 2017). To put this into practice, teachers were asked to create and implement "school clubs" in five key areas: "expanding academic learning, personal and social development, incorporation of relevant new content, regional knowledge, and social impact projects" (SEP, 2017, p. 620). Suggested activities included computer labs, sports workshops, programming and robotics, animation, and tools for management and communication.

However, a pilot evaluation conducted by the Instituto Nacional de Evaluación Educativa [National Institute for Educational Evaluation] revealed the challenges faced by educators — from teachers to supervisory staff — in shifting from a centrally defined curriculum to one that required local adaptation (INEE, 2019). The report also highlighted the lack of effective training and the insufficient resources available to support this transition.

During my first field visits to municipalities in Baja California Sur as part of Secretaría de Educación Pública [Ministry of Public Education] team in 2018, I observed these challenges firsthand. At the same time, I encountered teachers who had been organizing extracurricular activities, such as student-run radio stations and newspapers, long before it was formally required to create school clubs. This experience resonated with my own. At the primary school where I worked, we had started a school newspaper to provide students with a platform to share their concerns and ideas (Figure 3).

As I explored these experiences and the role of technology as a tool for student expression, I came across the concept of "educommunication", a theoretical framework that not only acknowledged such initiatives but also provided a lens to analyze them. Mario Kaplún's book *Una pedagogía de la comunicación (el comunicador popular)* (2002) was particularly insightful, especially in its discussion of Célestin Freinet's experience in France. Kaplún portrays educators as agents of empowerment, capable of promoting critical engagement with media and communication to enhance civic participation.

Subsequently, I discovered the work of László Hartai (2018), a filmmaker and scholar known for his advocacy of MIL within the Hungarian educational system. In one of his writings, Hartai describes how, upon hearing about the inclusion of MIL in the curricula, his initial enthusiasm gave way to deep

concern. He questioned how teachers would respond to this change, whether they were fully prepared, and if they truly understood the scope of its impact. His conclusion was negative. Applying this insight to the Mexican context, particularly in relation to its experience with curricular autonomy, the outlook seemed similarly unclear.

This exercise enriched my perspective by highlighting the risk posed by the disconnect between educational policies and the sociocultural realities of their intended recipients, a phenomenon evident in various initiatives, including those that support the provision of technology in our schools (George-Reyes & Salado-Rodríguez, 2020; Rodríguez et al., 2023). At the same time, it underscored that the mere inclusion of concepts in curricular texts is insufficient. Without a structured and systematic approach, the integration of MIL into the educational framework can devolve into nothing more than a “well-intentioned slogan”, as Buckingham (2020) cautions. This scenario also prompted me to pose more questions: What does it really mean to integrate MIL into the school curriculum? How is this educational policy developed? Who should be involved to ensure its success? What lessons can we learn from previous experiences related to its implementation?

Finally, the discovery of the European Media Literacy Education Study (EMEDUS) project was decisive in reconsidering the scope of my research. This initiative, developed in Europe between 2012 and 2014, gathered information on pedagogical strategies, approaches, and levels of media education integration in school curricula, offering a comprehensive overview of the topic in the region (Hartai, 2014). In my exploration of similar projects in Latin America, I identified the work of Castillo-Cárdenas et al. (2005), who documented the initiative “Hacia un currículum iberoamericano de educación en medios” [Towards an Ibero-American curriculum on media education], which

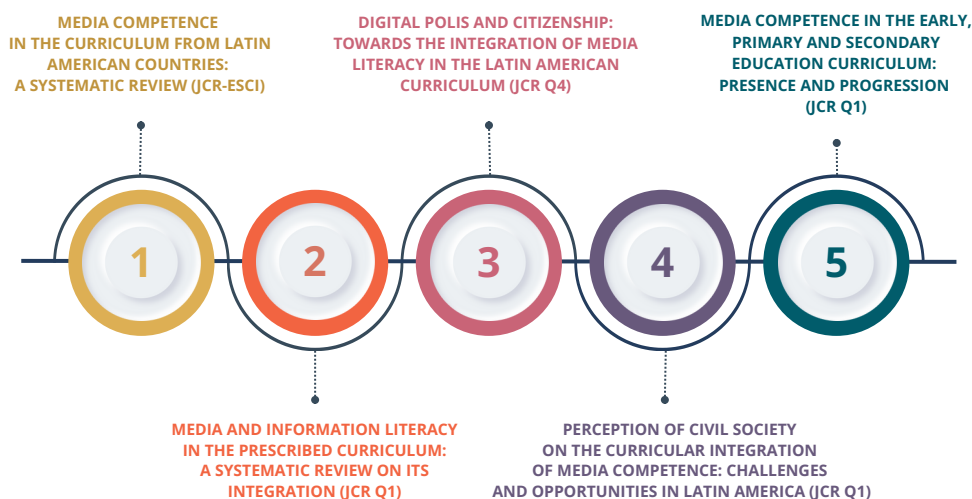
Figure 3. News article on the JAA Journalism Club



emerged at the congress "Luces en el laberinto audiovisual" [Lights in the audiovisual labyrinth]. This event presented reports on the state of communication and education in Ibero-America, generating growing interest among specialists from different countries to expand the scope of the work done. This interest led to the intention to establish a reference framework for creating a media education curriculum adapted to the Ibero-American reality. However, the effort to update information on the curricular integration of media education in the region did not materialize.

In response to this gap, my research, initially focused on the relationship between media competence and curriculum in Mexico and Chile, expanded to other Latin American countries and has led to the production of five articles, which constitute this thesis by compendium of publications (see Figure 4): 1) *Media competence in the curriculum from Latin American countries: A systematic review* (ESCI-JIF) published in *Media Education (Mediaobraziovane)*; 2) *Media and information literacy in the prescribed curriculum: A systematic review on its integration* published in *Education and Information Technologies (JCR Q1)*; 3) *Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum* published in *Curriculum Matters (JCR-Q4)*; 4) *Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America* published in *Voluntas (JCR-Q1)*; and 5) *Media competence in the early, primary and secondary education curriculum: Presence and progression in Latin America* published in *Journal of Curriculum Studies (JCR-Q1)*. The following sections present the research process undertaken to address the questions that emerged during the transition between the classrooms of four port cities that have significantly influenced my development as both a teacher and researcher: La Paz (Mexico), Valparaíso (Chile), Huelva (Spain), and Montevideo (Uruguay).

**Figure 4.** Publications Included in the compilation dissertation



# 02

## Objetivos de la investigación



## 2. Objetivos de la investigación

### 2.1 Planteamiento del objetivo general y los objetivos específicos

El objetivo general de este proyecto consiste en analizar la integración de la AMI en el currículum prescrito de los países latinoamericanos, identificando su presencia y evaluando los factores y actores que inciden en el diseño de esta política educativa, con el fin de emitir directrices que orienten su formulación e implementación. Para ello, se han establecido los siguientes objetivos específicos:

- Objetivo E1** Examinar el proceso de integración de la AMI en los currículos prescritos a nivel internacional y regional para determinar los factores que influyen en su configuración.
- Objetivo E2** Determinar la presencia de la AMI en el currículum prescrito de los países latinoamericanos, tanto en su dimensión conceptual como en los objetivos de aprendizaje asociados a las dimensiones de la competencia mediática, a fin de identificar patrones comunes y divergentes.
- Objetivo E3** Analizar la percepción de actores clave sobre la integración curricular de la competencia mediática.

En este contexto, es importante precisar que esta investigación toma como referencia la conceptualización de currículum prescrito propuesta por Gimeno Sacristán (2010), quien lo describe como un marco normativo establecido por las autoridades educativas para guiar la enseñanza, definir los criterios de referencia sobre lo que debe enseñarse y regular el control del sistema educativo.



## 2.2 Contribución de los artículos al cumplimiento de los objetivos

### Media competence in the curriculum from Latin American countries: A systematic review

*Media Competence in the Curriculum from Latin American Countries: A Systematic Review* (Rojas-Estrada et al., 2023) contribuye al cumplimiento de los **Objetivos Específicos 1 y 2**, ya que examina el estado de la integración curricular de la AMI en América Latina y qué aspectos han sido estudiados sobre esta política educativa, a partir del análisis sistemático de la producción científica publicada en la región entre 2012 y 2021. Este estudio permitió identificar tendencias en el uso conceptual del término competencia mediática, así como en los enfoques metodológicos, técnicas y marcos de dimensiones empleados para evaluar la presencia de la AMI en el currículum. Además, evidenció vacíos en el conocimiento existente y subrayó la necesidad de profundizar en esta línea de estudio.



### Media and information literacy in the prescribed curriculum: A systematic review on its integration

*Media and Information Literacy in the Prescribed Curriculum: A Systematic Review on Its Integration* (Rojas-Estrada et al., 2024a) está alineado con el **Objetivo Específico 1**, ya que proporciona una revisión sistemática sobre la incorporación de la AMI en contextos educativos a nivel global y regional. Esta revisión permite realizar un análisis comparativo entre países, enfocándose en el diseño, la implementación y la evaluación de esta política. En relación con el **Objetivo Específico 2**, el artículo destaca la presencia de la AMI en los currículos, identificando las modalidades y los recursos utilizados para su integración. Además, el artículo también contribuye al **Objetivo Específico 3**, al identificar a los actores clave en este proceso y resaltar cómo sus acciones influyen de manera significativa en la introducción de la AMI en los sistemas educativos.



## Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum

*Digital Polis and Citizenship: Towards the Integration of Media Literacy in the Latin American Curriculum (2025)* contribuye al **Objetivo Específico 2** al examinar la presencia de la AMI en los currículos educativos de América Latina desde una perspectiva conceptual. El análisis de 85 textos curriculares publicados desde 1990 en la región permitió identificar la evolución de los términos «medios», «alfabetización» y «ciudadanía», así como el tratamiento que han recibido.

Asimismo, este estudio también aporta al **Objetivo Específico 3**, enfocado en examinar la percepción de actores clave sobre la integración curricular de la competencia mediática, al abordar las perspectivas de expertos que compartieron sus opiniones sobre los avances, limitaciones, desafíos y oportunidades de este proceso en sus respectivos países.

## Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America

Además de la perspectiva de los expertos, el segundo artículo (Rojas-Estrada et al., 2024a) destacó la relevancia de la sociedad civil como un grupo de presión clave en la integración de la AMI en el ámbito educativo. Por ello, al recopilar las iniciativas realizadas por este grupo en la región, así como su perspectiva sobre el concepto y la presencia de la competencia mediática en los planes de estudio, los actores clave que deben involucrarse, y los desafíos y oportunidades que identifican para su integración, considerando el contexto de los países en los que operan, este estudio contribuye al cumplimiento de los **Objetivos Específicos 2 y 3**.



## Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America

El quinto artículo (Rojas-Estrada et al., 2024b) aporta al **Objetivo Específico 2**, ya que ofrece una mirada comprensiva sobre la presencia y progresión de los objetivos curriculares asociados a la competencia mediática en textos de carácter nacional emitidos en 18 países latinoamericanos. Además, proporciona una plataforma digital con información actualizada sobre los datos de cada país, lo que facilita el análisis y la discusión por parte de actores clave en torno a su configuración. Asimismo, permite visibilizar casos como el de Uruguay, que ha incluido de manera explícita a la AMI en su plan de estudios.



# 03

## Metodología



### 3. Metodología

De acuerdo con los objetivos planteados, esta serie de estudios se llevó a cabo mediante un enfoque metodológico mixto, que integra la recolección de datos cualitativos y cuantitativos (Creswell & Creswell, 2018). La elección de este enfoque se fundamenta en la naturaleza compleja del fenómeno investigado, que demanda tanto el análisis de elementos «objetivos» — como la cuantificación de contenidos en la normativa curricular — como la consideración de elementos «subjetivos» — como las percepciones de actores clave —. Bajo esta perspectiva, se han combinado distintos métodos e instrumentos con el objetivo de lograr una aproximación integral al objeto de estudio:

- ▶ **Revisión sistemática de literatura** Este método permitió identificar y analizar estudios y experiencias previas relevantes [Artículo 1 y 2].
- ▶ **Análisis de contenido** Se utilizó para examinar de manera sistemática los textos curriculares, facilitando la identificación de patrones, tendencias y categorías clave [Artículo 3 y 5].
- ▶ **Cuestionario** Permitted recopilar datos directamente de grupos clave (expertos y representantes de la sociedad civil), aportando información sobre sus percepciones y experiencias [Artículo 3 y 4].

Para mantener la consistencia en los estudios, se establecieron tres ejes de análisis a partir de los cuales se definieron las dimensiones y categorías abordadas en cada artículo:

- ▶ **Conceptualización** Este eje explora cómo se conceptualiza la AMI y la competencia mediática en los estudios analizados, considerando variaciones en su definición, los referentes teóricos empleados y el propósito atribuido a su integración en el sistema educativo.
- ▶ **Proceso de integración** Analiza cómo la AMI ha sido incorporada en los currículos escolares, considerando tanto las estrategias de implementación como actores clave que han facilitado su integración.
- ▶ **Retos y oportunidades** Aborda las barreras y dificultades que obstaculizan la integración de la AMI en el currículo o que han surgido durante su proceso de implementación, así como las oportunidades que podrían fortalecer este proceso.

La **Tabla 1** proporciona una visión general de la metodología empleada en los distintos artículos, abarcando el alcance de cada estudio y las dimensiones de análisis.

**TABLA 1.  
METODOLOGÍA  
POR ARTÍCULO**

	Objetivo	Metodología	Alcance	Dimensiones y categorías de análisis
<b>[Artículo 1] Media competence in the curriculum from Latin American countries: A systematic review</b>	Caracterizar la producción científica sobre competencia mediática (CM) en el currículo de 33 países de América Latina	Método: Revisión sistemática de literatura (PRISMA)	32 publicaciones (artículos, capítulos de libro, conferencias, tesis doctorales en español, inglés y portugués)	<ul style="list-style-type: none"> <li>• Distribución geográfico-temporal de la literatura extraída</li> <li>• Configuración conceptual (conceptualización de la competencia mediática)</li> <li>• Metodológica (objetos de estudio, metodologías, niveles de educación y unidades de análisis utilizadas para estudiar el binomio competencia mediática-curriculum)</li> <li>• Experiencias curriculares y conclusiones (experiencias, propuestas y recomendaciones identificadas en la literatura)</li> </ul>
<b>[Artículo 2] Media and information literacy in the prescribed curriculum: A systematic review on its integration</b>	Examinar el proceso de integración de la alfabetización mediática en el currículo prescrito a nivel internacional	Método: Revisión sistemática de literatura (PRISMA)	131 publicaciones (artículos, capítulos de libro, conferencias en español, inglés, turco y portugués)	<ul style="list-style-type: none"> <li>• Formulación (origen de la propuesta de integración de la AMI, actores clave involucrados)</li> <li>• Implementación (modalidad de integración, recursos y sistemas de evaluación implementados)</li> <li>• Retos detectados en la literatura</li> </ul>
<b>[Artículo 3] Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum</b>	Analizar las pervivencias y cambios respecto al uso de los medios, la alfabetización y la ciudadanía como conceptos clave en los currículos de enseñanza obligatoria de los países latinoamericanos, así como la perspectiva de los expertos sobre la integración curricular de la AMI	Método: Análisis de contenido Instrumento de recolección de datos: Cuestionario	80 documentos curriculares de 14 países latinoamericanos 49 expertos	<ul style="list-style-type: none"> <li>• Uso del concepto de AMI y el perfil de ciudadano que busca formar</li> <li>• Presencia de los medios en el currículo: enfoque y visión sobre su uso en el ámbito educativo</li> <li>• Posibilidades y desafíos de su integración</li> </ul>

TABLA 1. METODOLOGÍA POR ARTÍCULO	Objetivo	Metodología	Alcance	Dimensiones y categorías de análisis
[Artículo 4] Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America	Examinar la percepción de las OSC respecto a la integración de la CM en el currículo de enseñanza básica en los países latinoamericanos	Instrumento de recolección de datos: Cuestionario	63 representantes de organizaciones civiles con sedes u operaciones en países latinoamericanos.	<ul style="list-style-type: none"> <li>• Alcance y contenidos</li> <li>• Actividades y actores clave</li> <li>• Posibilidades y retos (justificación de la integración, modalidad de integración, nivel educativo, desafíos y acciones para incorporar la AMI en el currículo)</li> </ul>
[Artículo 5] Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America	Analizar la presencia y progresión de los objetivos curriculares asociados a las dimensiones de la competencia mediática desde la educación inicial hasta la educación secundaria	Método: Análisis de contenido	161 textos curriculares de 18 países latinoamericanos de educación infantil, primaria y secundaria	<ul style="list-style-type: none"> <li>• Presencia: Objetivos curriculares asociados a las dimensiones de la competencia mediática</li> <li>• Progresión: Desarrollo de la competencia mediática a lo largo de los niveles educativos</li> </ul>

Fuente: Elaboración propia.

## 3.1 Métodos

### 3.1.1 Revisión sistemática de literatura

Brignardello-Petersen et al. (2025) afirman que la revisión sistemática de literatura es un método de investigación caracterizado por la recopilación, el análisis y la síntesis estructurada de estudios sobre un fenómeno determinado, mediante la formulación de preguntas de investigación y la aplicación de criterios de inclusión. Aunque su uso ha sido tradicionalmente predominante en el ámbito de la salud para evaluar la eficacia de intervenciones y prácticas clínicas, su adopción en las ciencias sociales ha permitido identificar patrones emergentes, tendencias conceptuales y niveles de evidencia (Chapman, 2021). En consonancia con esta perspectiva, se optó por su implementación en los dos primeros artículos que integran este compendio, cuya síntesis general se presenta en la Tabla 2.

Con el objetivo de analizar la producción científica en América Latina sobre la relación entre competencia mediática y currículo, el primer artículo (Rojas-Estrada et al., 2023) empleó el protocolo PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), específicamente las cinco fases resumidas en el estudio de Ramírez-Montoya y Lugo-Ocando (2020): 1) formulación de preguntas de investigación; 2) proceso de búsqueda; 3) criterios de inclusión y exclusión; 4) selección y extracción de datos; y 5) análisis de los datos. Como resultado, se identificaron y sistematizaron 32 documentos publicados entre 2012 y 2021, los cuales fueron examinados en

<b>TABLA 2. CARACTERIZACIÓN DE LAS REVISIONES SISTEMÁTICAS REALIZADAS</b>	<b>Objetivo</b>	<b>Proceso de búsqueda</b>	<b>Criterios de inclusión</b>
<b>Media competence in the curriculum from Latin American countries: A systematic review</b>	Caracterizar la producción científica sobre competencia mediática (CM) en el currículo de 33 países de América Latina	Bases de datos: Web of Science, Scopus, ERIC, Dialnet Plus, Redalyc.	Artículos empíricos o teóricos, libros, capítulos de libro, actas de congresos y tesis doctorales 2012-2021 Español, inglés, portugués
<b>Media and information literacy in the prescribed curriculum: A systematic review on its integration</b>	Examinar el proceso de integración de la alfabetización mediática en el currículo prescrito a nivel internacional	Bases de datos: Web of Science, Scopus, ERIC, Dialnet Plus y Google Académico.	Artículos empíricos o teóricos, capítulos de libro y actas de congresos 2013-2023 Español, inglés, portugués, turco

Fuente: Elaboración propia.

función de su distribución geográfica y temporal, las definiciones y referentes teóricos utilizados para conceptualizar la competencia mediática, así como la metodología empleada y las principales conclusiones obtenidas. Este análisis, además de proporcionar posibles enfoques metodológicos para evaluar la presencia de la competencia mediática en los currículos, permitió identificar vacíos significativos en la investigación, como la falta de estudios en la región de Centroamérica, destacando la necesidad de profundizar en esta temática.

En *Media and information literacy in the prescribed curriculum: A systematic review on its integration* (Rojas-Estrada et al., 2024a), se llevó a cabo una segunda revisión sistemática de la literatura con el fin de analizar el proceso de integración curricular de la AMI a nivel internacional, siguiendo las fases propuestas en el estudio de Valverde-Berrocoso et al. (2020) basadas en la declaración PRISMA. A través de este proceso, fue posible identificar 131 manuscritos que abordan los procesos de integración de la AMI en países con una larga tradición como Turquía, Finlandia y el Reino Unido, así como su desarrollo en Latinoamérica, Asia y África. Estas experiencias fueron evaluadas con base en tres dimensiones clave: formulación, implementación y evaluación de la política, además de los desafíos y oportunidades que surgen en su incorporación dentro de los sistemas educativos. A partir de este análisis, se identificaron los actores clave involucrados y sus respectivas acciones, entre ellos la academia y la sociedad civil, así como las modalidades de integración adoptadas y las lecciones aprendidas en distintos contextos.

### 3.1.2 Análisis de contenido

Al conceptualizar el análisis de contenido, López-Noguero (2002) señala que este método permite una comprensión sistemática de los mensajes explícitos e implícitos presentes en un texto o en un artefacto comunicativo. En este marco, las investigaciones desarrolladas en el tercer (Rojas-Estrada et al., 2025b) y el quinto artículo (Rojas-Estrada et al., 2024b) adoptaron la perspectiva de Creamer y Ghoston (2012) sobre el análisis de contenido con un enfoque mixto, en el que se integra un procedimiento deductivo, basado en categorías previamente establecidas, con un proceso inductivo en el que se generan subcódigos emergentes durante la interpretación de los datos (proceso a-teórico). Para garantizar la rigurosidad del análisis, ambos estudios (Tabla 3) siguieron un protocolo estructurado en dos fases de lectura: la primera, orientada a la identificación del «contenido manifiesto» mediante la búsqueda de palabras clave, y la segunda, centrada en una lectura completa de la unidad de análisis (Berelson, 1952, p. 148). Además, se empleó el software ATLAS.ti para organizar, codificar y analizar los datos de manera sistemática.

En el tercer artículo (Rojas-Estrada et al., 2025b), se recopilieron textos curriculares de educación inicial, primaria y secundaria, publicados entre 1990 y 2023 en los países latinoamericanos. Para su inclusión en el análisis, se estableció como criterio que cada país contara con al menos tres textos curriculares de diferentes décadas, lo que resultó en un total de 85 documentos provenientes de 15 países. Posteriormente, desde una perspectiva diacrónica, se analizó la evolución de los términos «alfabetización», «medios» y «ciudadanía» con el fin de comprender su tratamiento y la manera en que han sido integrados conceptualmente en los documentos, lo que permitió identificar cómo las nuevas propuestas curriculares están incorporando las tecnologías y los medios de comunicación, en particular las tecnologías emergentes como la IA, además de revelar las narrativas que han justificado su integración en los sistemas educativos a lo largo del tiempo.

Este análisis también puso de manifiesto que Uruguay es el único país de la región que ha incluido explícitamente el concepto de AMI en el currículum educativo, lo que motivó su elección como destino para la estancia internacional. Durante tres meses en la Universidad Católica del Uruguay y bajo la tutela de la Dra. Rosario Sánchez Vilela, se exploró la perspectiva del profesorado uruguayo en relación con la integración de la AMI en términos de espacio curricular, conceptualización, actores clave, recursos disponibles, formación docente y los retos y oportunidades asociados a su implementación. A través de una experiencia tecnopedagógica, se desarrolló una investigación cuyos resultados fueron publicados en dos artículos: *La integración de la alfabetización mediática e informacional en el currículum de Uruguay: conceptualización y presencia en la Educación Básica Integrada*, en la revista Dixit (ESCI), y *Teachers' perspective on the integration of media and information literacy into the Uruguayan educational curriculum* en International Journal of Media and Information Literacy (SCOPUS Q3).

El quinto artículo (Rojas-Estrada et al., 2024b) se centró en determinar la presencia y progresión de los objetivos de aprendizaje asociados a las dimensiones de la competencia mediática, para lo cual se llevó a cabo un análisis de contenido en la normativa de los países latinoamericanos en los que fue posible obtener los currículos vigentes de educación inicial, primaria y secundaria. Finalmente, se lograron recopilar y organizar 161 documentos procedentes de 18 países. A partir de dos lecturas sistemáticas, se identificaron 1488 objetivos de aprendizaje (unidades de análisis), los cuales fueron categorizados utilizando un marco de ocho dimensiones e indicadores, cocreado con figuras educativas de México y Chile mediante una experiencia tecnopedagógica (Rojas-Estrada et al., 2024c). Esta experiencia se basó en los marcos de dimensiones e indicadores propuestos por Ferrés y Piscitelli (2012) y Pérez-Rodríguez y Delgado-Ponce (2012), los cuales, según los hallazgos del primer artículo (Rojas-Estrada et al., 2023), son las referencias más utilizadas en la región para este tipo de estudios. Este proceso permitió analizar los contenidos destinados a la enseñanza de esta competencia en distintos niveles educativos, así como identificar la ausencia de determinadas dimensiones en los currículos revisados.

<b>TABLA 3. CARACTERIZACIÓN DE LA APLICACIÓN DEL ANÁLISIS DE CONTENIDO</b>	<b>Criterios de inclusión</b>	<b>Alcance</b>	<b>Unidad de registro</b>
<b>Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum</b>	1) Documentos curriculares de enseñanza obligatoria con alcance nacional; 2) publicados entre enero de 1990 y enero de 2023; 3) procedentes de cualquier país de América Latina, siempre que sea viable recopilar el material necesario para llevar a cabo un análisis comparativo (con un mínimo de tres materiales por nación).	85 documentos curriculares publicados en quince países: Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, México, Paraguay, Perú, República Dominicana, Uruguay y Venezuela.	Párrafos
<b>Media competence in the early, primary and secondary education curriculum: Presence and progression in Latin America</b>	1) Textos curriculares con alcance nacional; 2) vigentes en la fecha de corte; 3) dirigidos a la educación inicial, primaria y secundaria (3-14 años de edad); 4) pertenecientes a la educación general o la educación indígena.	161 textos curriculares provenientes de 18 países para su análisis: Argentina, Bolivia, Brasil, Chile, Colombia, Ecuador, El Salvador, México, Perú, Guatemala, Uruguay, Paraguay, República Dominicana, Venezuela, Costa Rica, Nicaragua, Panamá y Honduras.	Objetivos curriculares, criterios de logro

Fuente: Elaboración propia.

## 3.2 Instrumento

### 3.2.1 Cuestionario




Se optó por el uso del cuestionario debido a su utilidad en el diseño de encuestas para la recolección sistemática y estandarizada de datos, con el propósito de explorar opiniones, actitudes, conocimientos, comportamientos o características de los sujetos de estudio (Creswell, 2012; Rodríguez-Gómez, 2019). En este contexto, con el objetivo de conocer la perspectiva de dos grupos clave sobre la integración de la AMI en los sistemas educativos de sus respectivos países —los expertos y las organizaciones de la sociedad civil— se emplearon cuestionarios semiestructurados (Hernández-Sampieri et al., 2014), cuya estructura permitió combinar preguntas cerradas, que facilitaron el análisis cuantitativo y aseguraron la homogeneidad en la recolección de datos, con preguntas abiertas, que posibilitaron un mayor grado de profundidad en la exploración de las percepciones y argumentos expresados por los participantes (Tabla 4).

Para el tercer artículo (Rojas-Estrada et al., 2025b) se diseñó y administró un cuestionario de nueve preguntas dirigido a expertos afiliados a instituciones de algún país latinoamericano y miembros de la Red Interuniversitaria Euroamericana de Investigación en Competencias Mediáticas para la Ciudadanía (Red Alfamed), dado que esta organización constituye una plataforma de referencia para la conformación de equipos integrados por especialistas y académicos dedicados al estudio y la promoción de la educación mediática (Red Alfamed, 2024). El cuestionario fue respondido por 49 expertos de 13 países, y sus respuestas fueron contrastadas con el análisis de contenido realizado a los textos curriculares, lo que permitió enriquecer los hallazgos sobre la conceptualización de la competencia mediática, así como identificar retos y acciones clave para su integración efectiva en los sistemas educativos.

En *Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America* (Rojas-Estrada et al., 2025a) se utilizó un cuestionario de once preguntas dirigido a representantes de asociaciones civiles con sede en un país latinoamericano, cuyas áreas de trabajo están relacionadas con los medios de comunicación, los derechos digitales, la educación digital y la libertad de expresión, y cuyos aportes fueron fundamentales para mapear las acciones que estas organizaciones han desarrollado en la promoción de la AMI, así como para identificar los recursos específicos que han producido en este ámbito, tales como guías curriculares y aplicaciones móviles, a partir del análisis de las respuestas proporcionadas por 69 representantes de 13 países.

En ambos estudios, los cuestionarios fueron sometidos a juicios de expertos para validar su adecuación y pertinencia, y se complementaron con el análisis de las respuestas obtenidas a través del Coeficiente de Validez de Aiken (Merino-Soto, 2023). Asimismo, es importante destacar que en

cuarto artículo (Rojas-Estrada et al., 2025a) se diseñó una plataforma digital utilizando Wix (<https://competenciamediatica.wixsite.com/encuesta>), con el propósito de fomentar la participación de las organizaciones civiles y proporcionar información detallada sobre los objetivos del estudio y las implicaciones éticas de la participación. En este sentido, en ambas investigaciones se ha tomado en cuenta la lista de control de Bell y Waters (2014) sobre la integridad en la investigación, asegurando el cumplimiento de estándares éticos. Se ha priorizado tanto el bienestar y la protección de los participantes como la responsabilidad del investigador en la conducción del proceso. Para ello, se han considerado los siguientes principios:

-  Se garantizó la participación voluntaria mediante la obtención de un consentimiento informado, en el que se detallaron los objetivos de la investigación y la metodología empleada, así como el derecho a retirar sus datos en cualquier momento sin repercusiones.
-  Se implementaron medidas para resguardar la identidad y privacidad de los participantes, asegurando que la información recopilada fuera utilizada exclusivamente con fines académicos.
-  Se proporcionó información clara y precisa sobre los procedimientos empleados y se realizó una validación de los instrumentos utilizados para asegurar su pertinencia y fiabilidad.

<p><b>TABLA 4.</b> <b>CARACTERIZACIÓN</b> <b>DE LOS</b> <b>CUESTIONARIOS</b> <b>ADMINISTRADOS</b></p>	<p><b>Criterios de inclusión</b></p>	<p><b>Alcance</b></p>	<p><b>Dimensiones de análisis</b></p>
<p><b>Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum</b></p>	<p>1) Individuos afiliados a instituciones de educación superior en América Latina 2) Miembros de la Red Interuniversitaria Euroamericana de Investigación en Competencias Mediáticas para la Ciudadanía (Red Alfamed).</p>	<p>49 expertos procedentes de Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, México, Paraguay, Perú y Venezuela</p>	<p>1) Uso del concepto y tipo de ciudadano 2) Presencia de los medios en el currículum 3) Posibilidades y desafíos de integración</p>
<p><b>Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America</b></p>	<p>1) Asociaciones civiles o fundaciones activas, enfocadas en la educación, el desarrollo social, los derechos humanos y/o la cultura/arte; 2) cuyos objetivos o proyectos estén relacionados con el uso de las TIC como herramientas educativas, la defensa y promoción de la libertad de expresión, la promoción del empoderamiento digital, la protección de los derechos digitales y/o la promoción de la ciudadanía digital; 3) con sede en un país latinoamericano.</p>	<p>63 representantes de organizaciones civiles procedentes de: Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, México, Nicaragua, Panamá, Perú y Venezuela.</p>	<p>1) Alcance y contenidos 2) Actividades y actores clave 3) Posibilidades y desafíos de integración</p>

Fuente: Elaboración propia.

# 04

**Artículos  
temáticos  
de la tesis  
por compendio**



## MEDIA COMPETENCE IN THE CURRICULUM FROM LATIN AMERICAN COUNTRIES: A SYSTEMATIC REVIEW

ESCI/JIF

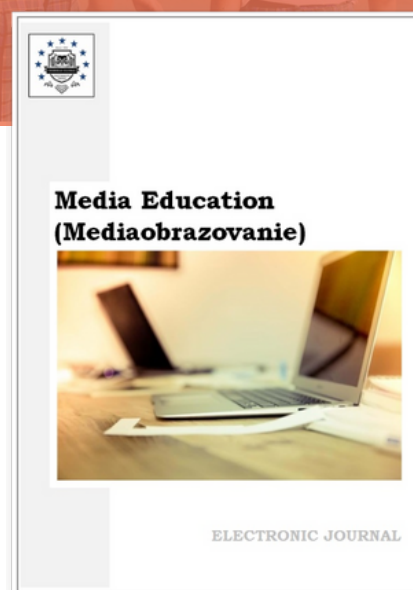
2023

Rojas-Estrada, E. G., García-Ruíz, R., & Aguaded, I.

*Media Education (Mediaobrazovanie)*

DOI: 10.13187/me.2023.1.154

VER EN ANEXO I



The objective of this systematic review is to characterize scientific production on media competence (MC) in the curriculum of 33 countries in Latin America, starting with the analysis of four dimensions: geographical-temporal distribution, conceptual configuration, methodology, and the main curricular experiences and conclusions. After the identification and selection of the literature following the PRISMA protocol, 32 studies conducted between January, 2012, and December, 2021, were identified in the Web of Science (WoS), Scopus, ERIC (ProQuest), Dialnet (Plus) and Redalyc databases, after the application of the inclusion criteria. Among the findings, the following can be underlined: 1) there was a predominance of studies whose objective was to determine the presence of MC in the curriculum; 2) none of the countries had a course whose main objective was MC, nevertheless, the widespread presence of its dimensions suggests its inclusion as a cross-curricular component; 3) the region lacks studies centered on initial education, adult education, and the curricular basis of education for indigenous people. For this, opportunities must be offered to address future studies, projects, and curricular proposals that guarantee the development of critical, operational, and social competences, to face the socio-cultural demands and phenomena of the new media system.

# MEDIA AND INFORMATION LITERACY IN THE PRESCRIBED CURRICULUM: A SYSTEMATIC REVIEW ON ITS INTEGRATION

JCR-JIF Q1

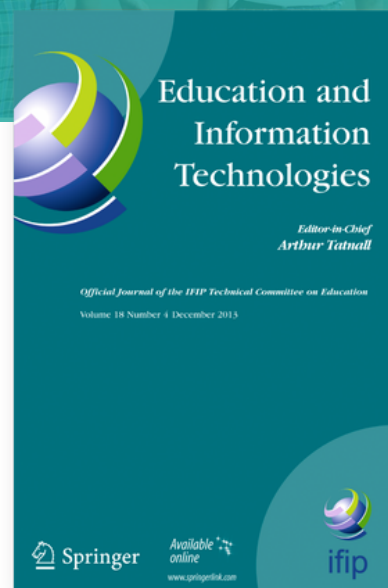
2023

Rojas-Estrada, E. G., Aguaded, I., & García-Ruíz, R.

*Education and Information Technologies*

DOI: 10.1007/s10639-023-12154-0

VER EN ANEXO II



The curricular integration of Media and Information Literacy (MIL) is crucial for cultivating informed, critical, and engaged citizens in contemporary society. It assists in addressing the challenges of the digital era and capitalizing on the opportunities presented by the ever-changing media landscape. Thus, the present systematic literature review uses the PRISMA guidelines to examine three dimensions in the process of integration of Media and Information Literacy (MIL) in the prescribed curriculum: formulation, implementation, and evaluation and challenges. Starting with the search criteria, 131 studies were found in the Web of Science, Scopus, ERIC, Dialnet and Google Scholar databases, published between January, 2013, and March, 2023, written in English, Spanish, Portuguese, and Turkish. The findings suggest that the will of the political sphere and the activism of the triad composed by passionate teachers, civil society, and academia, are key factors for promoting the introduction of MIL in formal education. Likewise, it is underlined that the evaluation of this education policy requires special attention, in order to guarantee the analysis of its reach, effectiveness, and capacity to adapt against the challenges that emerge in the media ecosystem. Thus, the intention is to provide up-to-date information for the creation of policies, research studies, and curricular content on this subject.

## DIGITAL POLIS AND CITIZENSHIP: TOWARDS THE INTEGRATION OF MEDIA LITERACY IN THE LATIN AMERICAN CURRICULUM

JCR-JIF Q4

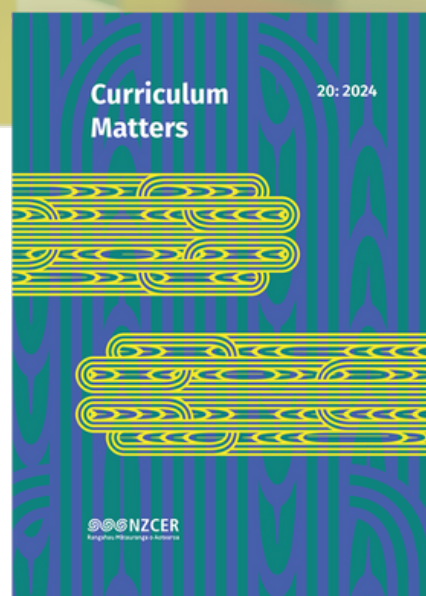
2025

Rojas-Estrada, E. G., García-Ruíz, R., & Aguaded, I.

*Curriculum Matters*

DOI: 10.18296/cm.0213

VER EN ANEXO III



This article analyses the integration of media and information literacy (MIL) within the curriculum, starting with the evolution of the terms “media”, “literacy”, and “citizenship” in 85 curricula implemented in 15 Latin American countries. In addition, the article examines the possibilities brought by this integration, according to the perspective of 49 experts. Although the need to broaden the concepts of literacy and citizenship to address media challenges is recognised, this expansion lacks the perspective of empowerment or a specific curricular space. Thus, the explicit integration of the MIL in Uruguay suggests possible venues for this educational policy in the region.

# PERCEPTION OF CIVIL SOCIETY ON THE CURRICULAR INTEGRATION OF MEDIA COMPETENCE: CHALLENGES AND OPPORTUNITIES IN LATIN AMERICA

JCR-JIF Q1

**2023**

Rojas-Estrada, E. G., García-Ruíz, R., & Aguaded, I.

*Voluntas*

**DOI:** 10.1007/s11266-024-00710-2

**VER EN ANEXO IV**



Media Competence (MC) enables citizens to efficiently utilize information and communication technologies, for both consuming and producing content, in order to participate in digital society in a responsible and reflective manner. Its integration in the curriculum requires inter-sectorial collaboration, which includes not only education authorities, but also key actors such as Civil Society Organizations (CSO). The present study examines the perception of CSO with regard to the integration of MC in the curriculum of basic education in Latin American countries. For this, a survey was designed that was stored in a digital platform. It was completed by 63 CSO from fourteen different countries. The main findings indicate that: a) the CSO recognize the importance of teaching MC and the associated challenges, such as the digital divide, the lack of political will, and the lack of understanding of the concept by the population in general; and b) they contribute through the creation of education resources and the teaching of classes for teachers and other vulnerable groups; however, it is crucial to strengthen the network of collaboration with other groups of interest, prioritize MC in their agendas, and ensure that CSO receive training in this area.

## MEDIA COMPETENCE IN THE EARLY, PRIMARY AND SECONDARY EDUCATION CURRICULUM: PRESENCE AND PROGRESSION IN LATIN AMERICA

JCR-JIF Q1

2024

Rojas-Estrada, E. G., Aguaded, I., & García-Ruiz, R.

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VER EN ANEXO V



The aim of the present article is to analyse the presence and curricular progress of the learning objectives associated with the different dimensions of Media Competence (MC), encompassing the stages of early to secondary education, in the study plans from 18 Latin American Countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Through a content analysis of 161 curricular texts, 85 learning objectives were identified associated with eight dimensions of MC. Among the notable findings, there is a trend towards the inclusion of certain dimensions of MC, such as the processes of comprehension and use and adaptation of technology, while other dimensions such as interculturality, received less attention. Also, the curricular proposal from Uruguay is noteworthy, as it distinguishes itself for having the most objectives, being the only country in the region that explicitly integrated Media and Information Literacy. Likewise, a platform is provided that allows policy writers, educators, researchers, and other key actors to access current information on the presence of MC in the curricula of each country analysed.



#### 4.1 Recursos digitales de apoyo

A partir del segundo artículo (Rojas-Estrada et al., 2024a), se desarrollaron recursos digitales con el propósito de facilitar la comprensión de los hallazgos y fomentar el debate en torno a sus implicaciones. A continuación, se detallan estos recursos:

### 01.

**MAPA DE LAS MODALIDADES DE INTEGRACIÓN CURRICULAR DE LA AMI**



El recurso creado para el segundo artículo (Rojas-Estrada et al., 2024a) presenta cómo se distribuyen las modalidades de integración de la AMI (asignatura independiente, componente transversal, etc).



[bit.ly/4leotiT](https://bit.ly/4leotiT)

### 02.

**MAPA INTERACTIVO SOBRE EL ALCANCE DEL CONCEPTO DE ALFABETIZACIÓN**



Para examinar los cambios y la prevalencia en relación con el alcance del concepto de “alfabetización” según el país, se ha creado un mapa interactivo para el tercer artículo (Rojas-Estrada et al., 2025b).



[bit.ly/43y015K](https://bit.ly/43y015K)

### 03.

#### ORGANIZACIONES DE LA SOCIEDAD CIVIL ASOCIADAS A LA AMI



Para optimizar la visualización de las OSC clasificadas según proyectos y programas (Rojas-Estrada et al., 2025a), se ha desarrollado un mapa interactivo que facilita una comprensión más completa de su distribución.

 [bit.ly/41TY0zA](https://bit.ly/41TY0zA)

### 04.

#### PLATAFORMA DIGITAL DE OBJETIVOS CURRICULARES



En el quinto artículo (Rojas-Estrada et al., 2024b) se creó una plataforma digital que facilita la visualización de los objetivos curriculares identificados y su distribución en los currículos de cada país.

 [bit.ly/4lfyXOU](https://bit.ly/4lfyXOU)



# 05

## Publicaciones complementarias



## 5.1 Artículos científicos



### SCOPUS Q3

**Teachers' perspective on the integration of media and information literacy into the uruguayan educational curriculum**

2024

*International Journal of Media and Information Literacy*

Rojas-Estrada, E. G., & Sánchez-Vilela, R.

Media and Information Literacy (MIL) was explicitly incorporated into the Integrated Basic Education Curriculum of Uruguay in 2023. This article aims to analyze teachers' perceptions regarding this integration, considering five dimensions: a) curricular space; b) concept and scope; c) key actors; d) resources and teacher training; and e) challenges and opportunities. A two-session technopedagogical experience was designed, involving 33 teachers from early, primary, secondary, and high school education from 10 departments across the country. Among the most significant findings, it is noteworthy that: a) teachers identify the lack of familiarity with the term MIL as the primary challenge for its integration, followed by the absence of specific training in the subject, particularly at the early educational levels; b) there is a predominant perception of MIL as a tool to address specific issues in the media environment, such as misinformation and digital fraud, rather than as a means to cultivate critical, informed, and creative citizens; and c) the Ceibal Center is recognized as the most committed key actor in promoting this type of education at the national level.



### SCOPUS Q3

**Bibliotecas humanas: revisión sistemática de su concepción e implementación en el ámbito educativo**

2024

*Información, Cultura y Sociedad*

Rojas-Estrada, E. G., & Flores, A.

La necesidad de cultivar ambientes inclusivos y participativos en los centros escolares justifica la implementación de estrategias como las Bibliotecas Humanas (BH), espacios en donde personas reales, denominadas "libros humanos", comparten sus experiencias y perspectivas, promoviendo así la empatía, el entendimiento y el diálogo. En esta revisión sistemática de literatura, realizada según el protocolo PRISMA, se analiza la producción científica que aborda la implementación de las BH en el ámbito educativo. La búsqueda comprende de enero de 2000 a enero de 2024 y fue realizada en las bases de datos Web of Science (Wos), Scopus, ERIC, Dialnet y el motor de búsqueda de Google Scholar. Nuestra revisión responde ocho preguntas de investigación, agrupadas en cuatro dimensiones: concepción de la BH en el contexto educativo y beneficios, objeto de estudio y participantes, proceso de implementación y recomendaciones, desafíos y futuras líneas de investigación. Entre los hallazgos a destacar se encuentra que las BH, además de su función educativa y su capacidad para contrarrestar prejuicios y fomentar la conexión humana, se posicionan como un método innovador asociado a la investigación narrativa. Con ello, se busca ofrecer oportunidades para abordar futuras intervenciones e investigaciones que garanticen la construcción de ambientes educativos libres de violencia.



### SCOPUS Q3

**Diseño de una experiencia tecnopedagógica como herramienta para la gestión crítica de la información: Intervención con estudiantes de educación superior en Perú**

2025

*Contratexto*

Rojas-Estrada, E. G., Ramos, M., Lara, H., & Ramírez-Rodríguez, L. T.

Al fomentar el pensamiento crítico y la reflexión en torno a los medios de comunicación, la educomunicación capacita a los ciudadanos para cuestionar los contenidos mediáticos, tomar decisiones informadas, participar en debates públicos y contribuir al fortalecimiento de la democracia. El presente artículo tiene como objetivo presentar el diseño de una experiencia tecnopedagógica desarrollada para promover la gestión crítica de la información entre estudiantes de educación superior en Perú en el marco de la crisis socio-política de 2022-2023. Para llevar a cabo esta iniciativa, se ha creado un sitio web que alberga cuatro módulos, los cuales han sido diseñados siguiendo el protocolo ADDIE (Análisis, Diseño, Desarrollo, Implementación y Evaluación), un marco iterativo de diseño instruccional que permite la elaboración estructurada de contenidos educativos. En esta experiencia han participado 52 estudiantes provenientes de cinco instituciones de educación superior. Los resultados del análisis indican que, tras la intervención, los participantes identificaron nuevas estrategias para analizar y producir información, así como para actuar en los espacios digitales, lo que subraya la relevancia de este tipo de propuestas formativas. Además, se destaca el uso de experiencias tecnopedagógicas como una herramienta metodológica eficaz para la recolección de datos.



### ESCI

**La integración de la alfabetización mediática e informacional en el currículum de Uruguay: conceptualización y presencia en la educación básica integrada**

2025

*Dixit*

Rojas-Estrada, E. G., & Sánchez-Vilela, R.

Desde el 2023, Uruguay se ha convertido en uno de los países que han incorporado explícitamente la Alfabetización Mediática e Informativa (AMI) en su currículo educativo. La AMI es un conjunto de competencias que prepara a los ciudadanos para interactuar crítica y éticamente con la información y los medios de comunicación. Este artículo analiza la integración de la AMI en los documentos curriculares de la Educación Básica Integrada (EBI), abordando su conceptualización y la presencia de objetivos de aprendizaje asociados, a través de un análisis de contenido. Aunque el concepto de AMI se menciona específicamente en la unidad de "Comunicación y Sociedad" del noveno grado, se han identificado objetivos curriculares asociados desde la educación inicial hasta la educación secundaria. No obstante, resulta crucial esclarecer la relación entre los distintos términos empleados en la documentación para una mejor comprensión del alcance y las implicaciones de la AMI.

## 5.2 Capítulos de libro

**Aprendizajes asociados a la ciudadanía digital en el currículum de educación básica: Tendencias en América Latina**

2024, Universidad de la República  
**Ciudadanía en el contexto mediático del siglo XXI**  
 Rojas-Estrada, E. G., & Aguaded, I.

**Voces pioneras en educomunicación: Claves para comprender el campo *más allá del 2.0***

2025, Grupo Comunicar  
**Charlas con educomunicadores: Pasado y futuro del campo en Iberoamérica**  
 Rojas-Estrada, E. G.

**Diseño de un objeto digital de aprendizaje como herramienta metodológica para contextualizar la competencia mediática en la escuela mexicana**

2024, Grácio Editor  
**Cidadania digital e culturas do contemporâneo**  
 Rojas-Estrada, E. G., Flores-Hernández, A., & Ríos, N.

**Contribución a la ciudadanía digital del profesorado y alumnado a través de la competencia mediática**

2023, Dykinson  
**Experiencias y prácticas innovadoras en la formación de profesionales de la educación**  
 García-Ruíz, R., Rojas-Estrada, E. G., & Bonilla-Del-Río, M.

**Sexual (mis)information: pornography and adolescence in the digital space**

2024, IGI Global  
**Comprehensive sexuality education for gender-based violence prevention**  
 Rojas-Estrada, E. G., Vizcaíno-Verdú, A., & Bonilla-Del-Río, M.

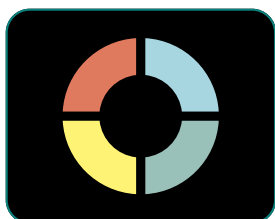
**De la pizarra al trending topic: Docentes que conquistan redes sociales**

2023, Dykinson  
**La alfabetización mediática y digital en el currículum. Propuestas didácticas transformadoras**  
 Bonilla-Del-Río, M., Rojas-Estrada, E. G., & Vizcaíno-Verdú, A.



06

Conclusiones



## 6. Conclusiones

01. Examinar el proceso de integración de la AMI en los currículos prescritos a nivel internacional y regional para determinar los factores que influyen en su configuración.

A partir de este proyecto de investigación, se pone de manifiesto que la causa de la AMI no avanzará en los países Latinoamericanos hasta que se produzca un cambio decisivo en la cultura curricular y pedagógica de los docentes responsables de su ejecución en el aula (independientemente de que trabajen en escuelas públicas o privadas). Hasta que los millones de niños/as y adolescentes expuestos a entornos digitales comprendan tanto sus limitaciones—es decir, su vulnerabilidad ante la desinformación, la manipulación y la explotación algorítmica— como las potencialidades que estos espacios ofrecen. Hasta que la sociedad en su conjunto tome conciencia de las consecuencias de las políticas que relegan este tipo de educación a un plano accesorio. Hasta que la percepción actual de las familias sobre ellas deje de ser marginal o secundaria. En resumen, hasta que se reconozca que en el aula se están desperdiciando oportunidades clave para la participación democrática, lo que afecta no solo el futuro de los estudiantes, sino también el de la sociedad en su conjunto.

Esta transformación requiere más que simplemente incluir el término en el documento curricular o decidir si debe enseñarse como asignatura independiente o como componente transversal; **las lecciones aprendidas de procesos de integración previos demuestran que se trata de planes sistemáticos en los que es esencial la corresponsabilidad de múltiples actores clave, entre ellos, las industrias mediáticas, la academia, la sociedad civil y la esfera política.** Las primeras deben asumir su rol en la construcción de entornos informativos más transparentes, accesibles y diversos, promoviendo estándares éticos en la producción y difusión de contenidos. La academia y la sociedad civil, por su parte, no solo deben fortalecer su capacidad de incidencia y monitoreo de políticas públicas relacionadas con la AMI, sino también generar conocimiento científico e intervenciones que sustenten la formulación de propuestas curriculares. Por otro lado, la esfera política tiene la responsabilidad de comprometerse con una planificación educativa que garantice recursos y estrategias sostenibles para una integración efectiva (Rojas-Estrada et al., 2024a).

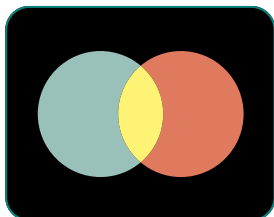
Para avanzar en este camino, y a partir de los hallazgos encontrados en cada uno de los artículos de este compendio, se ha creado una Matriz de Evaluación de Diseño de Políticas orientadas a la Integración de la AMI en el currículum prescrito de los países latinoamericanos, llamada **IntegrAMI** (Figura 5), que actualmente se encuentra en proceso de validación por expertos y diseñadores curriculares. Esta matriz integra 21 categorías clave: Formulación, responsables, financiamiento, concepto de AMI, modalidad de integración, diseño de objetivos curriculares y

evaluación, coherencia y progresión, formación docente en AMI, capacitación de líderes educativos, programas de posgrado en AMI, acceso a recursos educativos, acceso a TICs, monitoreo, actualización y evaluación, sensibilización social, academia, colaboración multisectorial, esfera política, academia y expertos, industria mediática, sociedad civil, familias y proyectos regionales e internacionales. Más que un instrumento de diagnóstico, **IntegrAMI** se plantea como una guía estratégica para: 1) fortalecer la presencia de la AMI en los sistemas educativos, proporcionando a los responsables de la toma de decisiones un marco basado en evidencia para diseñar estrategias de integración más estructuradas y sostenibles; y 2) evaluar el estado actual de la AMI en cada país y trazar rutas de acción concretas. Además, su diseño pretende articular esfuerzos entre múltiples actores y visibilizar las brechas y oportunidades en el desarrollo de esta política educativa.

**Figura 5.** Página oficial de IntegrAMI

*Nota.* Para acceder a este recurso interactivo utilice el código QR o el siguiente enlace:  
<https://competenciamediatica.wixsite.com/integrami>





**02. Determinar la presencia de la AMI en el currículum prescrito de los países latinoamericanos, tanto en su dimensión conceptual como en los objetivos de aprendizaje asociados a las dimensiones de la competencia mediática, a fin de identificar patrones comunes y divergentes.**

Como se argumenta en el quinto artículo (Rojas-Estrada et al., 2024b), la mera incorporación de la AMI en los documentos curriculares no constituye, por sí sola, una garantía de su efectiva implementación en el aula ni de su impacto en la formación de los estudiantes. Sin embargo, su ausencia o su mención superficial en los documentos oficiales plantea interrogantes sobre el lugar que se otorga a la AMI dentro de la estructura del conocimiento escolar y, en última instancia, sobre la capacidad de los sistemas educativos para responder a las transformaciones tecnológicas y comunicacionales que configuran la sociedad. Este fenómeno es especialmente relevante si se concibe el currículo, en términos de Gimeno Sacristán (2010), como el «contenido cultural» que las instituciones educativas buscan transmitir. En este sentido, no es un simple documento técnico o administrativo, sino un espacio de negociación discursiva en el que se definen los saberes considerados «legítimos».

Desde la década de 1990, y bajo diversas etiquetas, los sistemas educativos han buscado integrar las TIC con el objetivo de preparar a los estudiantes para un mercado laboral cada vez más digitalizado, así como para enfrentar los desafíos emergentes derivados de la «sociedad de la información» (Rojas-Estrada et al., 2025b). No obstante, este tipo de educación puede recibir diferentes denominaciones en un mismo documento oficial o en las investigaciones que la abordan y, posteriormente, ser traducida de manera distinta en los objetivos de aprendizaje o no estar definida en los estudios que la utilizan en sus títulos, lo que contribuye a su dispersión.

Tomando como ejemplo el caso de Uruguay (Rojas-Estrada & Sánchez-Vilela, 2025c), la inclusión explícita de la AMI en los documentos curriculares no garantiza necesariamente que los docentes reconozcan el término ni comprendan plenamente sus principios. En muchos casos, los educadores y las organizaciones de la sociedad civil (Rojas-Estrada et al., 2025a) trabajan en el desarrollo de la competencia mediática sin ser plenamente conscientes de ello, ya que no poseen una visión clara sobre su alcance y aplicación en la práctica. Ante esta situación, **es fundamental impulsar un esfuerzo coordinado para sensibilizar a la población en general sobre los propósitos y la relevancia de esta propuesta.**

En este compendio se ha evidenciado que la competencia mediática posee un carácter transversal y se encuentra presente en varias asignaturas, destacándose especialmente en el área de lenguaje.

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Su presencia es más prominente en Uruguay, Chile, México, Panamá, Colombia y Argentina, y en menor proporción en la región de Centroamérica (Rojas-Estrada et al., 2024b). Sin embargo, el análisis efectuado revela que su inclusión en los currículos no debe evaluarse únicamente por el número de objetivos de aprendizaje asociados, sino también considerando tanto la rapidez con la que los textos curriculares se adaptan a la emergencia de nuevas tecnologías como la perspectiva desde la cual se lleva a cabo dicha adaptación.

Esto resulta especialmente relevante en el tratamiento que reciben la IA, los algoritmos y la programación en los documentos curriculares actuales de Ecuador, Argentina, México y Uruguay, donde se observa una inclinación hacia la comprensión de sus aplicaciones y funcionalidades, en detrimento de un abordaje crítico (Rojas-Estrada et al., 2024b). Este fenómeno guarda similitudes con el trato otorgado a los medios tradicionales y las plataformas digitales en décadas anteriores y refleja una pauta recurrente en la que los nuevos medios tienden a ser introducidos como herramientas que deben ser «dominadas», pero no necesariamente comprendidas ni cuestionadas.

Es fundamental, por ejemplo, asegurar que la IA no se reduzca a una simple tendencia curricular, sino que se consolide como una herramienta capaz de mejorar la personalización del aprendizaje, ayudar a desarrollar habilidades esenciales como la comunicación y la resolución de problemas, y permitir la aplicación del conocimiento en situaciones reales a través de experiencias como simulaciones (Jairo-Jaramillo & Chiappe, 2024). Desde esta perspectiva, **es crucial entender la irrupción de tecnologías emergentes como la IA, el metaverso y la realidad virtual no solo como avances tecnológicos o justificaciones del progreso curricular, sino como oportunidades para repensar y transformar la manera en que se enseña y se aprende.**

Sin embargo, este tipo de transformaciones no ocurre en un vacío social. Como advierten Corona y Orozco (2024), las presiones ejercidas por los sectores empresariales e industriales sobre el sistema educativo modelan las políticas y los currículos según lógicas que responden a dinámicas de mercado antes que a principios pedagógicos. En este sentido, **lo ideal es liderar procesos de integración en los que la AMI no sea subsumida en una lógica puramente adaptativa, sino que, en consonancia con el pensamiento de Freire y las tradiciones educomunicativas latinoamericanas, sea concebida como un proyecto de emancipación,** capaz de dotar a los sujetos de herramientas críticas para la interpretación y transformación de su realidad.

Es necesaria la adopción de enfoques más equilibrados y constructivos que cultiven una comprensión de los medios más allá de su categorización funcional, en los que el alumnado: 1) reconozca el rol de los medios como constructores de la realidad social y de narrativas; 2) cuestione su estructura y funcionamiento; 3) comprenda cómo sus propias posturas ideológicas, prejuicios y creencias pueden afectar sus comportamientos y decisiones en línea, lo que a su vez puede influir en su

capacidad para participar activamente en la sociedad digital; y 4) perciba a los medios como espacios donde puede sentirse empoderado para tomar decisiones informadas y ejercer su voz. Por otro lado, esto también implica generar espacios de reflexión en los que los docentes puedan identificar su propia relación con los medios y las tecnologías.

En última instancia, más allá de la estandarización terminológica, lo realmente prioritario es garantizar que los docentes cuenten con herramientas y estrategias concretas para desarrollar en sus estudiantes las habilidades, conocimientos y actitudes que propone la AMI. Si bien una nomenclatura unificada puede contribuir a la articulación de políticas y programas, su impacto será limitado si no se acompaña de procesos de formación que permitan traducir estos objetivos en prácticas pedagógicas.





### 03. Analizar la percepción de actores clave sobre la integración curricular de la competencia mediática.

Como señala Nupairoj (2012) en su artículo para la revista *Comunicar*, resulta fundamental mapear el «ecosistema de la ML (Media Literacy)» con el propósito de identificar quiénes deben participar en su promoción e implementación para expandir las responsabilidades más allá del ámbito educativo y político. Además, este enfoque contribuye a mitigar el riesgo de que los cambios administrativos debiliten o desmantelen los logros alcanzados en la implementación de este tipo de políticas. La experiencia uruguaya con el Plan Ceibal, vigente desde 2007, ofrece una lección clave en este sentido.

En un contexto regional donde las reformas educativas suelen reemplazar abruptamente las políticas previas, Uruguay ha logrado consolidar esta macropolítica gracias a tres factores fundamentales (Rodríguez-Zidán & Teliz, 2016; Ruiz-Hidalgo, 2023): el respeto por las instituciones, una definición política de alto nivel y un trabajo interministerial y colaborativo con múltiples figuras, incluyendo instancias locales e internacionales. Es crucial, entonces, que cada actor involucrado en la AMI no solo sea identificado sino que comprenda su rol en el proceso de integración y asuma la necesidad de articularse con otras esferas de acción. A partir de los hallazgos de este compendio y las contribuciones de expertos y organizaciones civiles, se identifican cuatro esferas de acción delimitadas por su alcance geográfico (internacional, nacional, local e institucional), cada una de ellas integrada por actores clave que pueden incidir en el diseño e implementación de esta política (Figura 6).

Tanto los especialistas como las organizaciones coinciden en la urgencia de incorporar la AMI en el ámbito educativo y reconocen una serie de desafíos que obstaculizan su participación en el desarrollo de este tipo de educación, entre los cuales destaca la insuficiencia de financiamiento para la realización de investigaciones y proyectos. Asimismo, identifican problemáticas similares en sus contextos, como la limitada capacitación y formación docente en AMI, el desconocimiento del concepto y la falta de conciencia sobre su relevancia, la carencia de infraestructura tecnológica adecuada en los centros escolares, la desigualdad en el acceso a las TIC y los servicios digitales, así como la ausencia de mecanismos efectivos de coordinación entre los distintos actores involucrados.

Estas limitaciones sugieren que **la incorporación de la AMI no puede depender exclusivamente de una estrategia vertical impulsada por el Estado, sino que requiere la creación de espacios de**

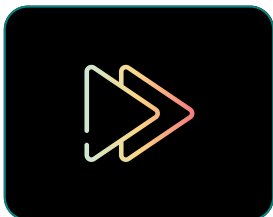
**convergencia donde diversos actores negocien y construyan estrategias compartidas.** Por ello, se ha diseñado la **Biblioteca humana Yuali** (círculo, en lengua nanáhuatl), un proyecto piloto desarrollado con el apoyo del Programa de Doctorado de Innovación e Investigación Educativa de la Benemérita Universidad Autónoma de Puebla y la Comisión Nacional de Derechos Humanos. Esta iniciativa, prevista para el segundo semestre de 2025, tiene como objetivo generar instancias de diálogo entre diversos grupos de interés, con el propósito de analizar el papel de los medios y la tecnología en la educación. A través de «libros humanos» (profesores de escuelas rurales, expertos en AMI, directores escolares, líderes de organizaciones civiles y diseñadores curriculares), se busca promover una comprensión más profunda del fenómeno y facilitar la toma de decisiones informadas sobre su integración en el sistema educativo mexicano. En este contexto, se ha llevado a cabo una revisión sistemática sobre el uso de esta estrategia en el ámbito educativo, con el fin de analizar su funcionamiento y explorar las oportunidades que ofrece este modelo para su replicabilidad (Rojas-Estrada & Hernández-Flores, 2024).

**Figura 6.** Mapeo de actores clave AMI

*Nota.* Para acceder a este recurso interactivo utilice el código QR o el siguiente enlace:

[https://miro.com/app/board/uXjVIU-fuN8=?share\\_link\\_id=701628492440](https://miro.com/app/board/uXjVIU-fuN8=?share_link_id=701628492440)





## 6.1 Limitaciones y futuras líneas de investigación

En cuanto a las limitaciones del compendio, la principal radica en la brecha existente entre lo que el currículo dicta y lo que realmente se implementa en el aula, una problemática que evidencia la tensión entre el «currículum prescrito» y el «currículum en acción» (Gimeno-Sacristán, 2010). Para comprender mejor esta discrepancia, es fundamental no solo analizar los planes de formación y/o capacitación docente, sino también examinar cómo se imparten y evalúan los objetivos de aprendizaje asociados a la competencia mediática identificados en el quinto artículo (Rojas-Estrada et al., 2024b). Además, se debe considerar que esta investigación enfrenta limitaciones tanto por el acceso restringido a materiales curriculares de distintos países, como es el caso de Cuba.

Por otro lado, dado que cada currículo responde a un entramado político, cultural y educativo específico, su análisis no puede limitarse a una lectura textual, sino que exige una inmersión más profunda en los procesos de toma de decisiones que dan forma a estas directrices a nivel local. En esta línea, un eje de investigación relevante es la exploración del uso del término AMI y competencia mediática en normativas y políticas públicas de distintos países, lo que permitirá identificar su posicionamiento dentro de las estructuras gubernamentales y su grado de institucionalización. Asimismo, resulta fundamental llevar a cabo un análisis diacrónico sobre la evolución de la AMI en diversos contextos nacionales para comprender cómo los programas vinculados a la dotación tecnológica y la educación digital han sido implementados, reformulados o descontinuados. Este enfoque adquiere especial relevancia a la luz de la reciente publicación de la Estrategia Brasileña en Educación Mediática (Presidência da República, 2024), que brinda una oportunidad para evaluar enfoques emergentes y su impacto en la región. Además, es crucial identificar a los actores clave a nivel local e incluir su perspectiva en el diseño de estrategias, lo que implica no solo reconocer su rol en el proceso, sino también generar materiales específicos que les permitan comprender sus responsabilidades y las acciones concretas que pueden llevar a cabo en sus respectivos ámbitos de influencia.

En cuanto a las investigaciones en desarrollo (Tabla 5), actualmente se está llevando a cabo una revisión sistemática sobre el concepto de «Educomunicación» en la producción científica iberoamericana desde 1990, así como un estudio sobre la percepción docente respecto al uso de la tecnología y los medios de comunicación en el aula, empleando la Técnica Z-MET de elicitación de metáforas. Adicionalmente, se investiga el tratamiento que recibe la AMI en los medios de

comunicación, dado que su representación influye directamente en la percepción pública sobre su relevancia y necesidad en el ámbito educativo, tal y como plantea el estudio de Neag (2015).

Desde una perspectiva aplicada, se avanza en la implementación de las fases planificadas para el desarrollo de **IntegrAMI** y de la **Biblioteca Humana Yuali**, iniciativas cuya ejecución, junto con la publicación y difusión de sus hallazgos, tiene como objetivo establecer un puente entre la investigación y la toma de decisiones en el ámbito educativo, favoreciendo así la integración efectiva de la AMI en los currículos escolares de los países Latinoamericanos.

<b>TABLA 5. VISIÓN GENERAL DE PUBLICACIONES FUTURAS</b>	<b>Revista</b>	<b>Autores</b>	<b>Indexación</b>
<b>Principles, key aspects, and future directions of Educommunication: A systematic review of its concept in Ibero-America</b>	Review of Educational Research	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded	JCR 2023 Q1 (Education & Educational Research) SJR 2023: Q1 (Education)
<b>El rol de las TIC en el aula desde la perspectiva docente: Un estudio cualitativo con ZMET</b>	Pixel-Bit	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Education & Educational Research) SJR 2023: Q2 (Computer Networks and Communications)
<b>Representación mediática de las TIC en el ámbito educativo en América Latina: Aportes para la educación mediática</b>	Revista de Comunicación	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Communication) SJR 2023: Q1 (Education)
<b>IntegrAMI: A Matrix for analyzing and designing the curricular integration of media and information literacy</b>	Education Evaluation and Policy Analysis	Elizabeth-Guadalupe Rojas-Estrada Rosa García Ruiz Ignacio Aguaded	SJR 2023: Q1 (Education)

Fuente: Elaboración propia.



## 6.2 Conclusions

### 01. Examine the process of integrating MIL to prescribed curricula at both international and regional levels in order to identify the factors influencing its design

Based on this research project, it becomes evident that the advancement of MIL in Latin American countries will not occur until a decisive shift takes place in the curricular and pedagogical culture of the educators responsible for its implementation in the classroom (regardless of whether they work in public or private schools). This change is necessary for millions of children and adolescents exposed to digital environments to understand both their limitations—such as vulnerability to misinformation, manipulation, and algorithmic exploitation—and the potential these spaces offer. It is also essential for society as a whole to become aware of the consequences of policies that relegate this type of education to a secondary level. Additionally, there must be a shift in the current perception of families, where it is seen as marginal or secondary. In short, it is crucial to acknowledge that key opportunities for democratic participation are being wasted in the classroom, affecting not only the future of students but also that of society as a whole.

This transformation requires more than merely including the term in the curriculum document or deciding whether it should be taught as an independent subject or as a transversal component. **Lessons learned from previous integration processes demonstrate that these are systematic plans where the shared responsibility of multiple key stakeholders is essential, including media industries, academia, civil society, and the political sphere.** The media industry must take responsibility for building more transparent, accessible, and diverse information environments, promoting ethical standards in content production and dissemination. Academia and civil society, in turn, must not only strengthen their capacity to influence and monitor public policies related to MIL, but also generate scientific knowledge and interventions that support the formulation of curriculum proposals. On the other hand, the political sphere has the responsibility to commit to educational planning that ensures resources and sustainable strategies for effective integration (Rojas-Estrada et al., 2024a).

To move forward on this path, and based on the findings from each of the articles in this compendium, a policy design evaluation matrix for the Integration of MIL into the prescribed curricula of Latin American countries has been created, called **IntegrAMI** (see Figure 3). It is currently undergoing validation by experts and curriculum designers. This matrix includes 21 key categories: Formulation, responsible parties, funding, MIL concept, integration modality, curriculum objectives design and evaluation, coherence and progression, teacher training in MIL, educational leaders' training, MIL postgraduate programs, access to educational resources, access to ICTs, monitoring,

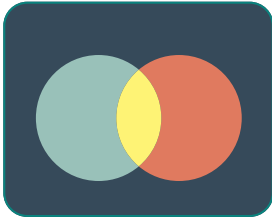
updating and evaluation, social awareness, academia, multisectoral collaboration, politica sphere, academia and experts, media industry, civil society, families, and regional and international projects.

More than a diagnostic tool, **IntegrAMI** is designed as a strategic guide to: 1) strengthen the presence of MIL in educational systems by providing decision-makers with an evidence-based framework to design more structured and sustainable integration strategies; and 2) assess the current state of MIL in each country and map out concrete courses of action. Additionally, its design aims to coordinate efforts among multiple stakeholders and highlight the gaps and opportunities in the development of this educational policy.

**Figure 6.** Official page of IntegrAMI

*Note.* To access this interactive resource, use the QR code or the following link:  
<https://competenciamediatica.wixsite.com/integrami>





**02. To determine the presence of MIL in the prescribed curricula of Latin American countries, both in its conceptual dimension and in the learning objectives associated with the dimensions of media competence, in order to identify common and divergent patterns**

As argued in the fifth article (Rojas-Estrada et al., 2024b), the mere inclusion of MIL in curriculum documents does not, by itself, guarantee its effective implementation in the classroom or its impact on student formation. However, its absence or superficial mention in official documents raises questions about the place assigned to MIL within the structure of academic knowledge and, ultimately, about the capacity of education systems to respond to the technological and communicational transformations that shape society. This phenomenon is particularly relevant if the curriculum is conceived, in the terms of Gimeno Sacristán (2010), as the “cultural content” that educational institutions aim to transmit. In this sense, it is not merely a technical or administrative document but a space for discursive negotiation in which knowledge considered “legitimate” is defined.

Since the 1990s, and under various terms, education systems have sought to integrate ICTs with the goal of preparing students for an increasingly digitalized labor market and for addressing emerging challenges stemming from the “information society” (Rojas-Estrada et al., 2025b). However, this type of education may receive different names in the same official document or in the studies that address it, and later be translated differently into learning objectives or left undefined in the studies that use it in their titles, contributing to its dispersion.

Taking the case of Uruguay as an example (Rojas-Estrada & Sánchez-Vilela, 2025c), the explicit inclusion of MIL in curriculum documents does not necessarily ensure that teachers recognize the term or fully understand its principles. In many cases, educators and civil society organizations (Rojas-Estrada et al., 2025a) work on developing media competence without fully realizing it, as they do not have a clear understanding of its scope and application in practice. In this situation, **it is crucial to promote a coordinated effort to raise awareness among the general population about the purposes and relevance of this proposal.**

This compilation demonstrates that media competence has a transversal nature, being present across various subjects, with particular prominence in the language domain. Its presence is most notable in Uruguay, Chile, Mexico, Panama, Colombia, and Argentina, with a lesser representation in Central America (Rojas-Estrada et al., 2024b). However, the analysis reveals that the inclusion of media competence in curricula should not be assessed solely by the number of associated learning objectives. It is equally important to consider the speed with which curriculum documents

adapt to the emergence of new technologies, as well as the perspective from which such adaptations are approached. This is especially relevant in the treatment of AI, algorithms, and programming within the current curriculum documents of Ecuador, Argentina, Mexico, and Uruguay. These documents tend to emphasize understanding the applications and functionalities of these technologies, often at the expense of a critical approach (Rojas-Estrada et al., 2024b). This pattern mirrors the treatment of traditional media and digital platforms in previous decades, where new media were often introduced as tools to be "mastered" rather than fully understood or critically examined.

It is essential, for instance, to ensure that AI is not merely regarded as a passing curricular trend, but rather consolidated as a tool capable of enhancing personalized learning, fostering key skills such as communication and problem-solving, and facilitating the application of knowledge in real-world scenarios through experiences such as simulations (Jairo-Jaramillo & Chiappe, 2024). From this perspective, **it is critical to view the rise of emerging technologies such as AI, the metaverse, and virtual reality not only as technological advancements or justifications for curricular progress, but also as opportunities to rethink and transform teaching and learning practices.**

However, such transformations do not occur in a social vacuum. As Corona and Orozco (2024) warn, the pressures exerted by business and industrial sectors on the educational system shape policies and curricula according to market-driven logics rather than pedagogical principles. In this regard, **the ideal approach is to lead integration processes in which MIL is not subsumed into a purely adaptive logic, but rather, in alignment with the thinking of Freire and Latin American education communication traditions, is conceived as an emancipatory project.** This project should equip individuals with critical tools to interpret and transform their reality.

There is a need for more balanced and constructive approaches that foster an understanding of the media beyond its functional categorization, where students: 1) recognize the role of the media as constructors of social reality and narratives; 2) question its structure and functioning; 3) understand how their own ideological stances, biases, and beliefs can influence their online behavior and decisions, which in turn affects their ability to actively participate in the digital society; and 4) view the media as spaces where they can feel empowered to make informed decisions and voice their opinions. Additionally, this also involves creating spaces for reflection in which educators can identify their own relationship with the media and technologies.

Ultimately, beyond terminological standardization, what is truly important is ensuring that educators have the tools and concrete strategies to develop in their students the skills, knowledge, and attitudes proposed by MIL. While a unified nomenclature may contribute to the alignment of policies and programs, its impact will be limited if it is not accompanied by training processes that enable the translation of these objectives into pedagogical practices.

AMI

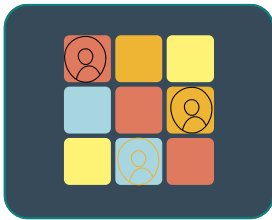
saberes digitales

Alfabetización crítica



# Educación digital





### 03. Analyze the perception of key stakeholders regarding the curricular integration of media competence

As Nupairoj (2012) points out in his article for the journal *Comunicar*, it is essential to map the "ecosystem of Media Literacy (ML)" in order to identify who should participate in its promotion and implementation, expanding responsibilities beyond the educational and political spheres. Additionally, this approach helps mitigate the risk that administrative changes might weaken or dismantle the progress made in implementing such policies. The Uruguayan experience with the Ceibal Plan, in place since 2007, offers a key lesson in this regard.

In a regional context where educational reforms often abruptly replace previous policies, Uruguay has managed to consolidate this macropolitical strategy due to three fundamental factors (Rodríguez-Zidán & Teliz, 2016; Ruiz-Hidalgo, 2023): respect for institutions, a high-level political definition, and interministerial and collaborative work involving multiple stakeholders, including local and international instances. It is crucial, therefore, that each actor involved in MIL is not only identified but also understands their role in the integration process and takes on the responsibility of collaborating with other spheres of action. Based on the findings of this compendium and the contributions from experts and civil organizations, four action spheres are identified, delineated by their geographic scope (international, national, local, and institutional), each consisting of key stakeholders who can influence the design and implementation of this policy (see Figure 7).

Both specialists and organizations agree on the urgency of incorporating MIL in education and recognize several challenges that hinder their participation in developing this type of education, including insufficient funding for research and projects. They also identify similar issues within their contexts, such as limited teacher training in MIL, a lack of understanding of the concept and awareness of its relevance, inadequate technological infrastructure in schools, inequality in access to ICTs and digital services, and the absence of effective coordination mechanisms between the various stakeholders involved.

These limitations suggest that **the incorporation of MIL cannot rely solely on a top-down strategy driven by the state but requires the creation of convergence spaces where various stakeholders can negotiate and build shared strategies.** To this end, the **Yuali Human Library** (circle, in the Nahuatl language) was designed as a pilot project developed with the support of the Doctoral Program in Educational Innovation and Research at the Benemérita Universidad Autónoma de Puebla and the Comisión Nacional de Derechos Humanos [National Human Rights Commission].

This initiative, scheduled for the second half of 2025, aims to create dialogue opportunities among various stakeholders in order to analyze the role of media and technology in education. Through "human books" (rural school teachers, MIL experts, school principals, civil society leaders, and curriculum designers), the initiative seeks to promote a deeper understanding of the phenomenon and facilitate informed decision-making regarding its integration into the Mexican educational system. In this context, a systematic review has been conducted on the use of this strategy in the educational field, with the goal of analyzing its functioning and exploring the opportunities this model offers for its replicability (Rojas-Estrada & Hernández-Flores, 2024).

**Figure 7.** Mapping of key stakeholders in MIL

*Note.* To access this interactive resource, use the QR code or the following link:  
[https://miro.com/app/board/uXjVIU-fuN8=?share\\_link\\_id=701628492440](https://miro.com/app/board/uXjVIU-fuN8=?share_link_id=701628492440)





### 6.3 Limitations and future research directions

Regarding the limitations of this compendium, the main issue lies in the gap between what the curriculum prescribes and what is actually implemented in the classroom, a problem that highlights the tension between the “prescribed curriculum” and the “curriculum in action” (Gimeno-Sacristán, 2010). To better understand this discrepancy, it is essential not only to analyze teacher training and/or professional development curricula but also to examine how the learning objectives associated with media competence, identified in the fifth article of this compendium (Rojas-Estrada et al., 2024b), are taught and assessed. Additionally, it must be considered that this research faces limitations such as restricted access to curricular materials from various countries, as is the case with Cuba.

On the other hand, since each curriculum responds to a specific political, cultural, and educational framework, its analysis cannot be limited to a textual reading, but requires a deeper immersion into the decision-making processes that shape these guidelines at the local level. In this regard, an important research axis is exploring the use of the term MIL and media competence in regulations and public policies of different countries, which will help identify its positioning within governmental structures and its degree of institutionalization.

Furthermore, conducting a diachronic analysis of the evolution of MIL in various national contexts is essential to understand how programs related to technological provision and digital education have been implemented, reformulated, or discontinued. This approach is particularly relevant in light of the recent publication of the Brazilian Media Education Strategy (Presidência da República, 2024), which offers an opportunity to assess emerging approaches and their impact in the region. Moreover, it is crucial to identify key local actors and include their perspective in the design of strategies, which implies not only recognizing their role in the process but also generating specific materials that enable them to understand their responsibilities and the concrete actions they can take within their respective spheres of influence.

Regarding ongoing research (Table 6), a systematic review of the concept of “Educommunication” in Ibero-American scientific production since 1990 is currently being conducted, as well as a study on teachers’ perceptions of the use of technology and media in the classroom, using the Z-MET metaphor elicitation technique. Additionally, research is being conducted on the treatment of MIL in the media, as its representation directly influences public perception of its relevance and need in the educational sector, as highlighted in Neag’s (2015) study.

From an applied perspective, progress is being made in the implementation of the planned phases for the development of **IntegrAMI** and the **Yuali Human Library**, initiatives whose execution, along with the publication and dissemination of their findings, aims to establish a bridge between research and decision-making in the educational field, thereby promoting the effective integration of MIL into the school curricula of Latin American countries.

<b>TABLE 6. OVERVIEW OF FUTURE PUBLICATIONS</b>	<b>Journal</b>	<b>Authors</b>	<b>Indexing</b>
<b>Principles, key aspects, and future directions of Educommunication: A systematic review of its concept in Ibero-America</b>	Review of Educational Research	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded	JCR 2023 Q1 (Education & Educational Research) SJR 2023: Q1 (Education)
<b>El rol de las TIC en el aula desde la perspectiva docente: Un estudio cualitativo con ZMET [The Role of ICTs in the classroom from the teachers' perspective: A qualitative study using ZMET]</b>	Pixel-Bit	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Education & Educational Research) SJR 2023: Q2 (Computer Networks and Communications)
<b>Representación mediática de las TIC en el ámbito educativo en América Latina: Aportes para la educación mediática [Media representation of ICTs in education in Latin America: Contributions to media education]</b>	Revista de Comunicación	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Communication) SJR 2023: Q1 (Education)
<b>IntegrAMI: A Matrix for analyzing and designing the curricular integration of media and information literacy</b>	Education Evaluation and Policy Analysis	Elizabeth-Guadalupe Rojas-Estrada Rosa García Ruiz Ignacio Aguaded	SJR 2023: Q1 (Education)

Source: Prepared by the authors.



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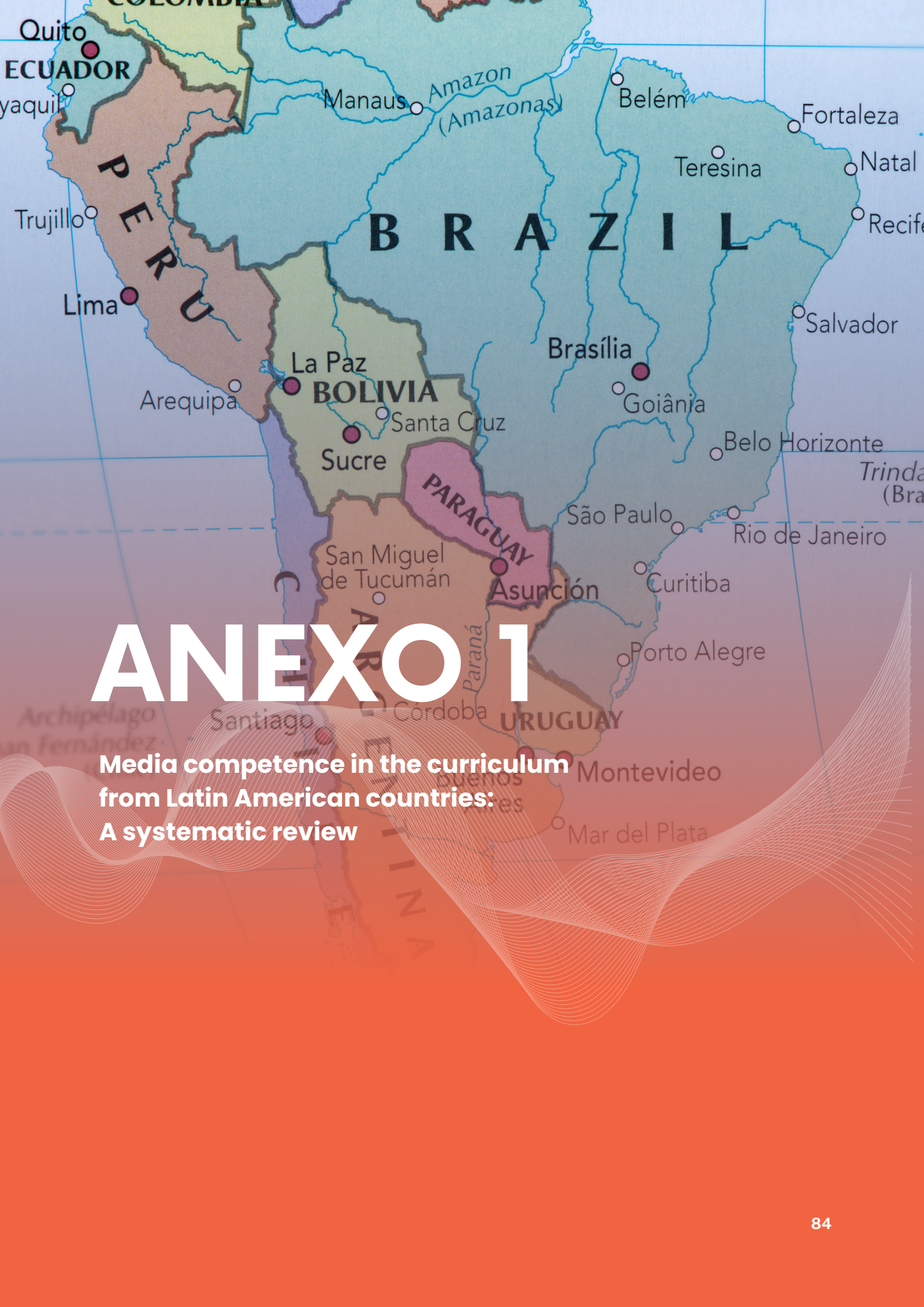
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A young girl with long dark hair, wearing a white lab coat over a white t-shirt, is looking down at a smartphone she is holding in her hands. The scene is dimly lit with a purple and blue glow, suggesting an indoor setting at night. In the foreground, there is a blurred object that appears to be another smartphone with a glowing screen. The overall mood is quiet and focused.

08

Anexos

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# ANEXO 1

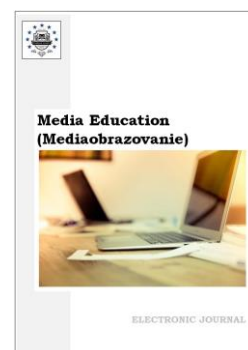
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## Media Competence in the Curriculum from Latin American Countries: A Systematic Review

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### Abstract

The objective of this systematic review is to characterize scientific production on media competence (MC) in the curriculum of 33 countries in Latin America, starting with the analysis of four dimensions: geographical-temporal distribution, conceptual configuration, methodology, and the main curricular experiences and conclusions. After the identification and selection of the literature following the PRISMA protocol, 32 studies conducted between January, 2012, and December, 2021, were identified in the Web of Science (WoS), Scopus, ERIC (ProQuest), Dialnet (Plus) and Redalyc databases, after the application of the inclusion criteria. Among the findings, the following can be underlined: 1) there was a predominance of studies whose objective was to determine the presence of MC in the curriculum; 2) none of the countries had a course whose main objective was MC, nevertheless, the widespread presence of its dimensions suggests its inclusion as a cross-curricular component; 3) the region lacks studies centered on initial education, adult education, and the curricular basis of education for indigenous people. For this, opportunities must be offered to address future studies, projects, and curricular proposals that guarantee the development of critical, operational, and social competences, to face the socio-cultural demands and phenomena of the new media system.

**Keywords:** media competence, curriculum, media literacy, media education, educommunication, Latin America.

### 1. Introduction

The objective of media competence (MC), as a survival strategy, is to prepare future citizens, journalists, parents, politicians, and social leaders against the challenges and phenomena from media culture (De-Abreu, Mihailidis, 2014). From a political perspective, its inclusion in the curriculum does not intend to introduce concepts close to the notion of modernity among the curricular objectives, but to understand the purposes, roles, and effects of this type of education in the long term (Operti, 2009). This task must not be simply understood as the introduction of simple teaching instruments or the design of an optional course, but as a project of transformation. For this, there is a need for cooperation between the nodes of actors –makers of public policies, teachers, managers, scholars, and parents– who are responsible for their entry into the education process, and a prioritized treatment, similar to that received by the competences developed during traditional literacy (Kellner, Share, 2007; Livingstone, 2011).

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The curricular inclusion of the MC must deal with the protectionist and defensive focus that resulted in the first curricular experiences (Fedorov, 2008), the ambiguity of the concept, and the social, political, and economic interests that loom over the integration of media in the classroom (Landry, Caneva, 2020). At the same time, according to A. Fedorov et al. (Fedorov et al., 2016), it confronts the resistance of the printed and administrative culture that rules over the school, the saturation of study plans, the little teacher training in this area, and the need to conduct studies, projects, and proposals, at the curricular level.

Previous studies have explained that its inclusion at the curricular level, on the one hand, caters to the cultural gap that exists between the impositions of the education system and what occurs outside of the classroom context; and on the other, allows education reform, making it more open to creative and critical processes through more democratic learning processes (Aufderheide, 1993). Also, its presence in teacher training programs provides an opportunity to re-think the purpose of teaching and performance in the classroom, encouraging teachers to become aware of their habits and assumptions with respect to the media, technology, and information (Meehan et al., 2015). Given the above, the objective of the present review is to characterize the scientific production of Latin American countries on MC in the curriculum.

## 2. Materials and methods

The systematic review of the literature is a rigorous methodology that allows finding, identifying, and synthesizing all the research literature in a given field (Togerson, 2006). The review protocol of the present study was performed according to the guidelines established in PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), that allow us to state, from an exhaustive and transparent approach, the reason behind the review, the process, and the findings obtained (Page et al., 2021). To obtain a general description of research on MC in the curricula of Latin American countries, five phases were implemented: 1) Research questions; 2) search process; 3) inclusion and exclusion criteria; 4) process of selection and extraction of data; 5) data synthesis (Ramírez-Montoya, Lugo-Ocando, 2020: 12). The dataset with the research process, and the general overview of the main variables included in the analysis sheet is available in Mendeley Data.

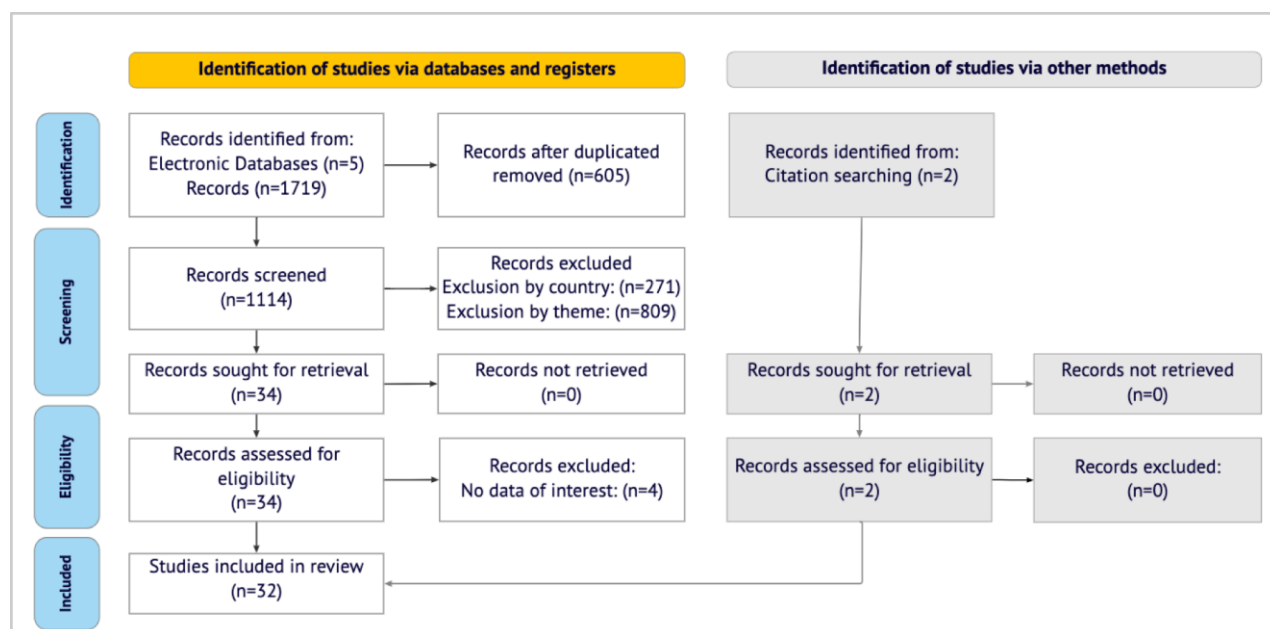
*Research questions.* The main research questions (Table 1) that the present study seeks to answer are grouped into four dimensions: 1) geographical-temporal distribution, it identifies the location of the authorship and the year of publication; 2) conceptual configuration, recognizes the use of the MC concept; 3) methodological, determines the object of study, approaches, research technique, units of analysis, and education levels addressed in the empirical studies identified; and 4) the main curricular experiences and conclusions.

**Table 1.** Dimensions and research questions

Dimension	Research questions
Geographical-temporal distribution	What was the geographical and temporal distribution of the literature selected?
Conceptual configuration	How is the concept of media competence defined?
Methodological	What are the predominating objects of study? What research methodologies were utilized? What levels of education were studied? What units of analysis were worked on and under what notions or dimensions?
Curricular experiences-conclusions	What curricular experiences and proposals are extracted from the literature? What are the main conclusions and what recommendations are detected?

*Search process and inclusion and exclusion criteria.* A search string with Boolean operators was applied. This string combined the terms: Media literacy, Media Education, Educommunication OR Media Competence; AND Curriculum, in the international databases Web of Science (WoS), Scopus and ERIC (ProQuest), and their corresponding terms in Spanish in the catalogs Dialnet (Plus) and Redalyc. The inclusion criteria were: a) theoretical or empirical articles, books, book chapters, conference proceedings, and doctoral theses; b) published between January 2012, and December, 2021 in English, Spanish, or Portuguese; c) those that included the defined terms in the title, abstract, or keywords; d) those in which the author indicates affiliation in Latin America, or research is performed in the Latin American context. On the other hand, the exclusion criteria included studies with specific topics such as the evaluation or curricular integration of digital literacy, digital knowledge, or digital competences.

*Process of data selection, extraction and synthesis.* In agreement with the PRISMA guidelines, two evaluation stages were performed (Figure 1) by the authors: a) On the first stage, the titles of the documents were read; b) On the second stage, the remaining documents were analyzed through the systematic and complete reading of the articles. After the application of the *snowball* technique to the references included in the 30 documents, another 2 articles were added, for a final sample of 32 publications (Scopus = 3; WoS = 3; ERIC = 1; Dialnet Plus = 13; Redalyc = 10; SB = 2). The documents found were imported to EndNote to delete the duplicated manuscripts and to ease their export into a spreadsheet. Afterwards, an analysis sheet was created with 13 categories starting with the research questions, for the data collection process.



**Fig. 1.** Flow diagram of the search process with the PRISMA protocol

### 3. Discussion

The journey of the communication/education interface in Latin America began in the 1970s, with the popular education by the Brazilian Paulo Freire, rooted in the fusion of faith and the thinking of the so-called theology of liberation (Crovi, 2018). In this sense, the emancipating reflection born out of their mutual action, the understanding of the education process based on culture, and dialogue as the engine of social change, are elements from Freire's pedagogy that were directed towards communication, to forge a new field named educommunication; a field under constant tension given the interdisciplinary relationships, but always focused on the demands from the process of symbolic exchange in education and socio-community spaces (Huergo, 2010). From the viewpoint of I. Aguaded (Aguaded, 1995), the fusion between the experiences in both fields erected a field structured with political reasons, also prolific and centered on the critical and horizontal training of the receivers. This renegade movement led to the creation of theoretical approaches (e.g., see De-Oliveira-Soares, 2000; Kaplún, 2001; Martín-Barbero, 1998; Prieto-Castillo, 1998), methodologies, manuals, seminars, and situated experiences, such as the Plan de

Educación Cinematográfica para Niños [Plan DENI, Cinematographic Education for Children], which mobilized a great portion of the south.

However, despite Latin America having theoretical background that could be used to address and work on the introduction of media in the education context, it has not been able to translate into the formulation of public policies or specific practices that include their tenets, and that move away from the instrumentalist view given to the media (Trejo-Quintana, 2017). Also, this subcontinent shares social and digital divides that include deficient access with respect to information and communication technologies (Mateus et al., 2019). Thus, the present review seeks to enquire about the scientific production in this region, which is characterized by the construction of its own way of thinking. In this sense, the insertion of media education into the curriculum was one of the objectives that the Latin American countries, Spain, and Portugal, sought to consider in a systematic and collective manner with the project entitled *Hacia un Currículo Iberoamericano de Educación en Medios* [Towards an Ibero-American Curriculum in Media Education] (De-Fontcuberta, 2005). To create a framework of reference, P. Castillo-Cárdenas and L. Gastaldi (Castillo-Cárdenas, Gastaldi, 2005) reviewed the results from this project, and revealed the absence of specific courses on media education in the context of eleven Latin American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Mexico, Peru, El Salvador, Venezuela, Ecuador, and Uruguay. Nevertheless, they found cross-cutting strategies for its inclusion in different courses (language, sciences, geography, history, and technology), mainly in Brazil and Argentina. More recently, the review by L. Garro-Rojas (Garro-Rojas, 2020), which included the analysis of the conditions in which media literacy is developed from an institutional perspective, showed the persistence of the lack of legislative plans to incorporate its principles in the curricula of Latin American countries.

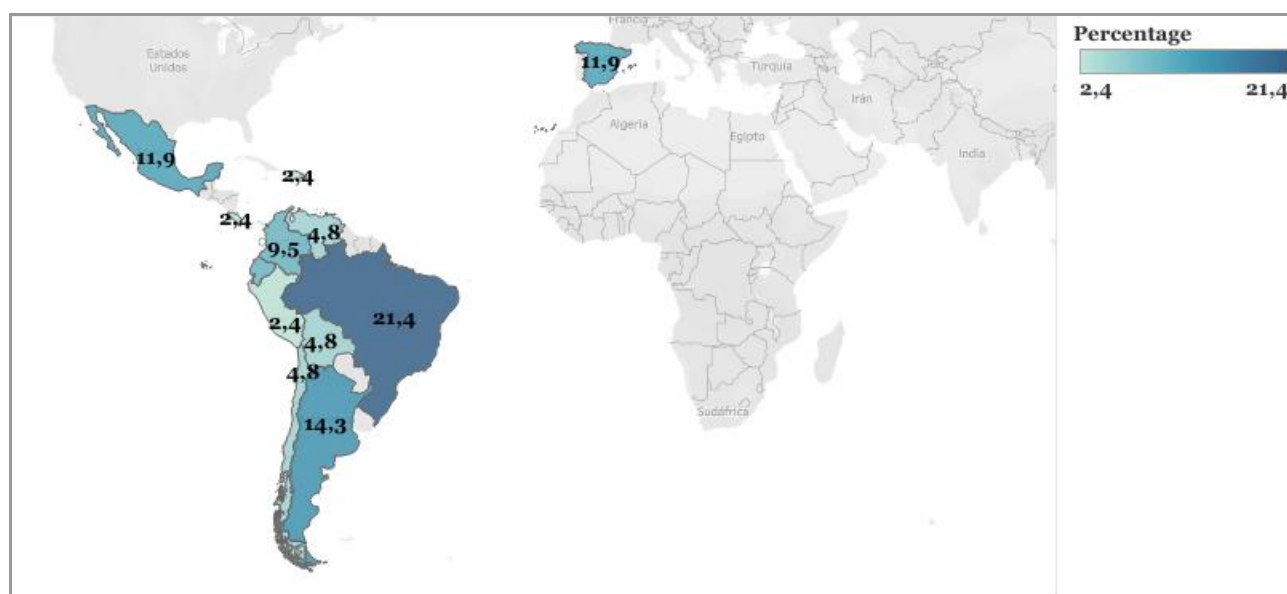
At the international level, the review by L. Zhang et al. (Zhang et al., 2020) demonstrated the lack of a consensus on the manner in which to include media education in the curriculum, as different countries plan its integration from a cross-cutting approach (e.g., Austria, Finland), while others possess specific courses (e.g., Hungary, Turkey). At the same time, these authors have pointed to the scarcity of reviews on this subject, and the importance of conducting them to glimpse possible scenarios with respect to the implementation of media education in formal education. Considering this point of view, the present review seeks to bring up to date and offer researchers, teachers, and public policy makers, a general view that will help in future research, resources, materials, and curricular projects in Latin America.

#### 4. Results

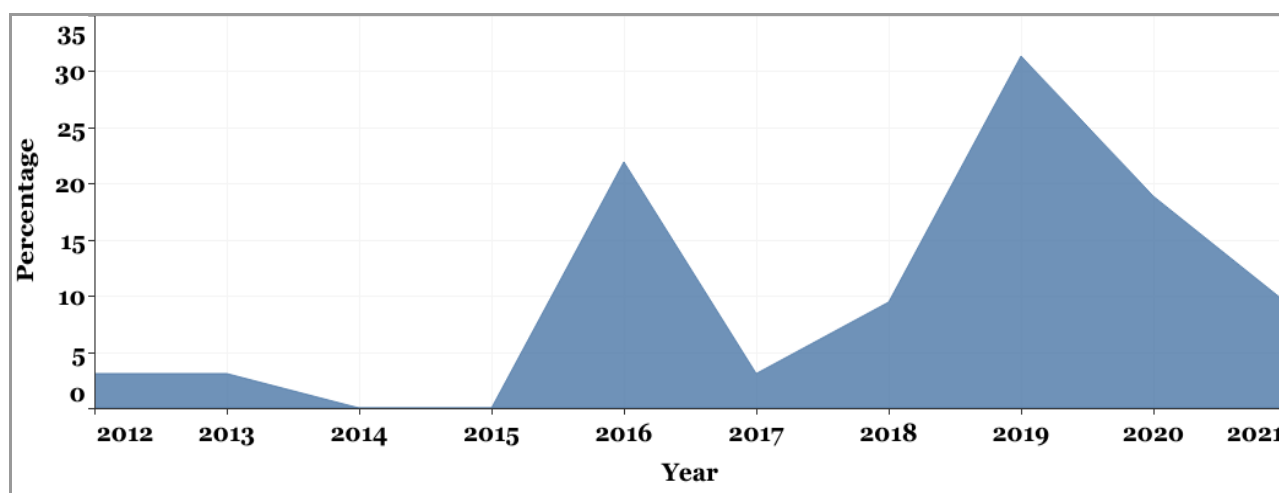
*Geographical-temporal distribution.* The distribution of the publications can be observed in Figure 2. The greatest number of contributions was found in Brazil, account for 21.4 % of them. It was followed by Argentina (14.3 %), and Mexico (11.9 %), and lastly, by Ecuador and Colombia (both with 9.5 %). After these, we found a number of countries with a production of less than three manuscripts: Bolivia, Venezuela, Chile, Dominican Republic, Peru, and Costa Rica.

In this study, 11.9 % of the authorships were found to be from Spain, and seven publications had co-authorships affiliated to Spain as well, corresponding to 71 % of the total collaborations with individuals outside the region. This is an indication of the existing synergy between latitudes. Another interesting finding was that in the decade analyzed, we did not find any empirical study conducted by researchers from Central American countries.

As for the temporal distribution of the publications (Figure 3), an irregular behavior was observed. The data indicated that the interest for this subject increased starting in 2016, nevertheless, the last three years analyzed concentrated 59.5 % of the literature reviewed, with 2019 having the highest production (31.3 %).



**Fig. 2.** Geographical distribution of the authorships



**Fig. 3.** Temporal distribution of the publications

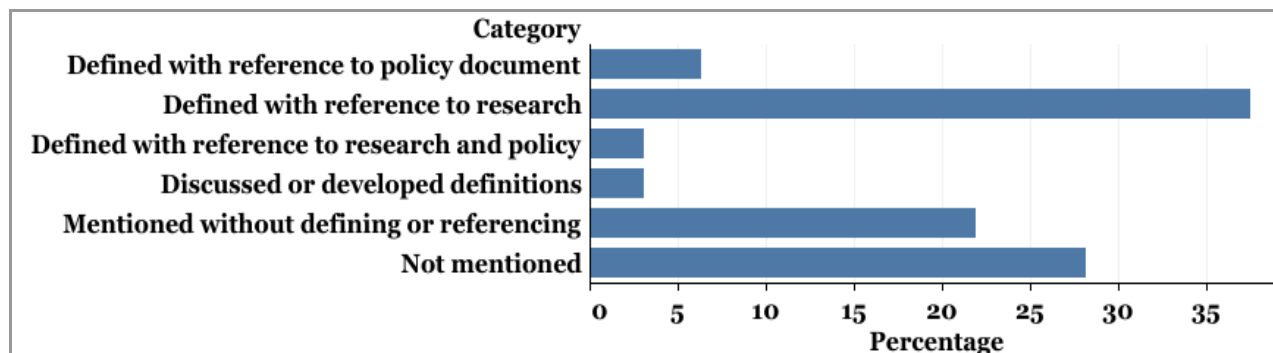
*Conceptual Configuration.* Figure 4 shows information on the use of the MC concept according to the classification proposed by M. Spante et al. (Spante et al., 2018). Of the 32 publications analyzed, 50 % did not include its meaning, as in these studies, the theoretical frameworks were configured with the conceptualization of educommunication (e.g., see Da-Cunha-Santos, Steffenello-Ghisleni, 2019; De-Souza-Santana, Borges-Neto, 2020), media education (e.g., see De-Oliveira-Soares, 2018; Laver, Martino, 2019), and media literacy (e.g., see Zárate-Moedano, 2018). On the other hand, it was observed that the notion of MC was often defined with references to studies (37.5 % of the publications), while the less frequent categories referred to political documents (6.3 %), the definitions discussed or developed (3.1 %), and the definitions that combined references to studies and policy documents (3.1 %).

Most of the publications defined MC by referencing the research by J. Ferrés and A. Piscitelli (Ferrés, Piscitelli, 2012), highlighting three aspects:

1. MC utilizes a series of knowledge, skills, and abilities, to act in a specific context.
2. MC involves six dimensions: languages; technology; interaction processes, production and diffusion processes; ideology and values; aesthetics.
3. MC contributes towards the “development of the personal autonomy of citizens, as well as their social and cultural commitment” (Ferrés, Piscitelli, 2012: 76).

B. Toro-Castillo (Toro-Castillo, 2016) combined this view with the definition proposed by C. Wilson et al. (Wilson et al., 2011) for the UNESCO, to specify that MC “allow citizens to engage

with media and other information providers effectively and develop critical thinking and life-long learning skills” (Wilson et al., 2011: 185). This suggests that the conception of MC is based on a scaffold of perceptual, cognitive, and attitudinal structures that go beyond mere procedure. Also, it points to the education of individuals that are able to act –to have the know-how–, when facing specific situations of the new media ecosystem, such as S. De-Angelis (De-Angelis, 2019) argues in her research study. On their part, the definition developed by I. Aguaded et al. (Aguaded et al., 2021) adds an integrating character to the notion of MC, which utilizes aspects from audiovisual, digital, and informational competence.



**Fig. 4.** Distribution of the use of the concept

*Objects of study.* According to our findings, the research developed in this area addresses a wide variety of objects of study:

1. In first place, we found studies that sought to determine the presence of MC in the curriculum (25 % of the publications), conducted in Bolivia, Ecuador, Peru, Colombia and Mexico (Andrade-Vargas et al., 2019; Arenas-Fernández et al., 2019; Grijalva-Verdugo, Moreno-Candil, 2016; Mateus, Suárez-Guerrero, 2017; Pérez-Ortega, 2016; Pérez-Rodríguez, Sandoval-Romero, 2013; Portugal, Aguaded, 2019; Rodríguez-Hidalgo et al., 2020).

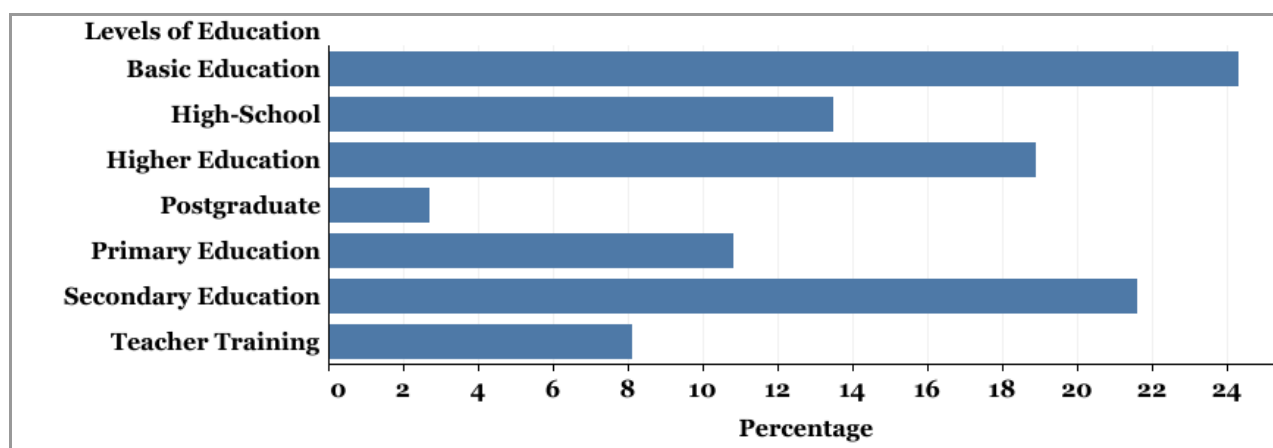
With the same percentage, we found publications whose objective was to determine the presence of media education in the curriculum, conducted in Brazil, Argentina, Chile and Venezuela (Carvalho-De-Araújo et al., 2020; Da-Cunha-Santos, Steffenello-Ghisleni, 2019; De-Oliveira-Soares, 2018; Duarte et al., 2019; Saez, 2019a; Saez, 2019b; Seoane, 2012; Toro-Castillo, 2016).

2. In second place, the find the curricular proposals and experiences on media education centered on teacher’s education (12.5 % of the publications), designed in Argentina, Brazil with the cooperation between Europe and Latin America (Aguaded et al., 2021; De-Angelis, 2019; De-Souza-Santana, Borges-Neto, 2020; Saez et al., 2019).

3. In third place, we find studies on the presence of media and information literacy in the curriculum (9.4 % of the publications), from Mexico, Chile, and at the region level (Arévalo-Martínez et al., 2016; Catrilef-Lerchundi, Carias-Pérez, 2020; Durán-Becerra, 2016).

And from this point on, we found categories that were less than 7 % of the total: the pertinence of curricular inclusion of media education (De-Oliveira-Soares, 2016; García-Leguizamón, 2012); the curricular proposals and experiences on media education oriented towards the education of students (Cuervo-Sánchez, Foronda-Rojo, 2020; Regis, Timponi, 2016); the perception of teachers with respect to the media competences present in the curriculum (Llaver, Martino, 2019; Mateus, Quiroz, 2021); the experiences of media education that are parallel to curricular activities (Badillo-Mendoza et al., 2021; Zárate-Moedano, 2018); and the relationship between the official curriculum and the conceptual advances in the area of media education (Silva, Borges, 2020).

*Level of education.* The distribution of the levels of education (Figure 5) showed that research in this area was mainly focused on basic education (24.3 %), and that at this level, specific studies were found about primary education (10.8 %) and secondary education (21.6 %). These were followed behind by studies that addressed higher education (18.9 %), high school (13.5 %), postgraduate studies (2.7 %), and teacher training (8.1 %). It is interesting to note that lack of interest for initial education and education for older adults.



**Fig. 5.** Levels of education addressed

Next, [Table 2](#) shows the levels of education studied according to object of study and country referred to in the study. The studies on the presence of MC and media literacy in the curriculum, mainly focused on high school and higher education, while most of the studies on the presence of media education on the curriculum dealt with the levels of education found within basic education.

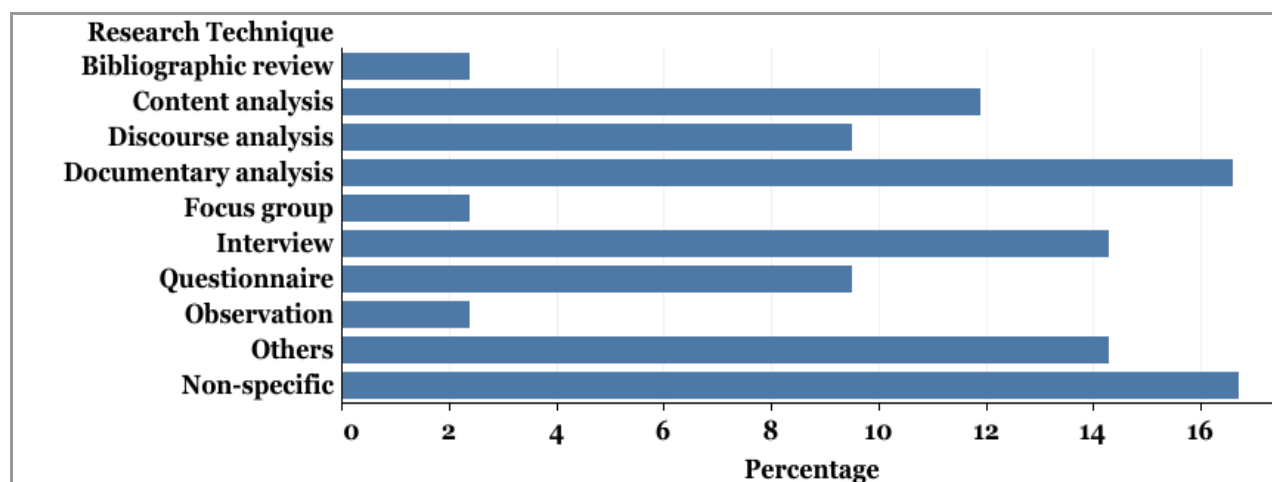
**Table 2.** Levels of education addressed according to object of study and country

Object of study	Country studied	Levels of education studied	Short citation
To determine the presence of MC in the curriculum	Bolivia	Primary Education	( <a href="#">Portugal, Aguaded, 2019</a> )
		Higher Education	( <a href="#">Rodríguez-Hidalgo et al., 2020</a> )
	Colombia	Basic Education	( <a href="#">Pérez-Rodríguez, Sandoval-Romero, 2013</a> )
		Primary Education; High School	( <a href="#">Arenas-Fernández et al., 2019</a> )
		Higher Education	( <a href="#">Rodríguez-Hidalgo et al., 2020</a> )
	Ecuador	High School	( <a href="#">Andrade-Vargas et al., 2019</a> )
		Higher Education	( <a href="#">Rodríguez-Hidalgo et al., 2020</a> )
	Peru	Basic Education	( <a href="#">Mateus, Suárez-Guerrero, 2017</a> )
		Higher Education	( <a href="#">Rodríguez-Hidalgo et al., 2020</a> )
	Mexico	Basic Education	( <a href="#">Pérez-Ortega, 2016</a> )
Higher Education		( <a href="#">Grijalva-Verdugo, Moreno-Candil, 2016</a> )	
To determine the presence of media education in	Venezuela	Basic Education	( <a href="#">Seoane, 2012</a> )
	Chile	High School; Teacher Education	( <a href="#">Toro-Castillo, 2016</a> )

the curriculum	Argentina	Secondary Education	(Saez, 2019a; Saez, 2019b)
	Brazil	Basic Education	(Da-Cunha-Santos, Steffenello-Ghisleni, 2019; De-Oliveira-Soares, 2018; Carvalho-De-Araújo et al., 2020)
		Primary Education	(Duarte et al., 2019)
Curricular experiences and proposals on media education centered on teacher education	Argentina	Teacher Education	(De-Angelis, 2019; Saez et al., 2019)
	Brazil	Teacher Education	(De-Souza-Santana, Borges-Neto, 2020)
	Europe and Latin America	Teacher Education	(Aguaded et al., 2021)
To determine the presence of media and information literacy in the curriculum	Argentina; Chile; Colombia; Costa Rica; Ecuador; Mexico; Panama; Peru; Dominican Republic; Uruguay; Venezuela	Primary Education; Secondary Education	(Durán-Becerra, 2016)
	Mexico	Postgraduate	(Arévalo-Martínez et al., 2016)
	Chile	Higher Education	(Catrilef-Lerchundi, Carias-Pérez, 2020)
Pertinence of curricular inclusion of media education	Dominican Republic	Basic Education	(García-Leguizamón, 2012)
	Brazil	Basic Education	(De-Oliveira-Soares, 2016)
Relationship between the official curricular proposals and the conceptual advances in the area of media education	Brazil	High School	(Silva, Borges, 2020)
Curricular proposals	Brazil;	Secondary Education	(Regis, Timponi, 2016)

on media education oriented towards student education	Ecuador; Colombia	Secondary Education	(Cuervo-Sánchez, Foronda-Rojo, 2020)
Study of experiences about media education that are parallel to curricular activities	Mexico	Higher Education	(Zárate-Moedano, 2018)
	Colombia	Secondary Education; High School	(Badillo-Mendoza et al., 2021)
The perception of the teachers on competences in media present in the curriculum	Argentina	Secondary Education	(Llaver, Martino, 2019)
	Peru	Secondary Education	(Mateus, Quiroz, 2021)

*Methodological approach and research technique.* More than half of the studies reviewed utilized a qualitative methodology (61.3 %), followed by articles that utilized a mixed approach (12.9 %), and lastly by articles that did not have a rigorous methodological design, but that instead argued their point of view under the category of theoretical reflection (9.7 %). Along the same line, it is important to note that 14.3 % of the techniques found in the empirical studies corresponded to tools and strategies that did not fit into the previously-established categories, and that were also different amongst themselves. Some examples of these techniques were: media biography, research action, hermeneutical analysis, socio-educational diagnosis, among others. Thus, the influence of other disciplines such as psychology, sociology, and linguistics, were observed. Figure 6 shows that within 66.7 % of the research techniques, we can identify the predominance of the documentary analysis (16.6 %), interviews (14.3 %), and content analysis (11.9 %). Nevertheless, it was interesting to observe the existence of studies that did not specify the methodological approach (16.1 %), or the research technique utilized (16.7 %).



**Fig. 6.** Research techniques

*Level of curricular analysis and units of analysis.* There was a great number of studies that addressed the curriculum at the macro level (65.4 %), studying all the courses or areas present. The other publications analyzed specific courses (micro level): language (Arenas-Fernández et al., 2019; De-Oliveira-Soares, 2016; Pérez-Rodríguez, Sandoval-Romero, 2013; Portugal, Aguaded, 2019; Toro-Castillo, 2016) and physical education (Carvalho-De-Araújo et al., 2020). The study of the curriculum was complemented with the analysis of other units such as: textbooks (e.g., see Seoane, 2012), standardized international tests, documents published by international organizations about media literacy (e.g., see Toro-Castillo, 2016) and national education policies (e.g., see Durán-Becerra, 2016). As well as interviews and questionnaires given to different profiles: students (e.g., see Grijalva-Verdugo, Moreno-Candil, 2016), managers (e.g., see Duarte et al., 2019), government workers (e.g., see Seoane, 2012), journalists (e.g., see Andrade-Vargas et al., 2019), communication researchers (e.g., see Arévalo-Martínez et al., 2016) and experts in media education (e.g., see Durán-Becerra, 2016).

*Notion-dimensions of analysis.* If the notions and dimensions are analyzed as a function of the object of study, the data showed that in order to determine the presence of the dimensions of the MC in the curriculum, the researchers opted for using the following:

1. Languages; technology; interaction processes; production and dissemination processes; ideology and values; and aesthetics (Ferrés, Piscitelli, 2012).

2. Media policy and industry; production processes; technology; language; access and acquisition of information; reception and comprehension; ideology and values; communication; creation and citizen participation (Pérez-Rodríguez, Delgado-Ponce, 2012).

3. Access and use; critical and communicative comprehension; and creative production (Pérez-Tornero, Varis, 2012).

As for the presence of media education in the curriculum, the studies resorted to the distinction between teaching *through* the media (as an educational medium), and *about* the media (as expression and communication tools), under the conceptualizations by M. De-Fontcuberta and C. Guerrero (De-Fontcuberta, Guerrero, 2007), M. Fantin (Fantin, 2006), and P.C. Rivoltella (Rivoltella, 2002). On other hand, a smaller number of researchers decided to discuss the concept of media education following the tenets from different authors, among them, Len Masterman, David Buckingham and Alexander Fedorov. In the case of media and information literacy, the authors utilized the framework of skills offered by the UNESCO: “read, analyze, evaluate, and produce” (Wilson et al., 2011: 188).

*Experiences and curricular proposals.* Knowing about the experiences in media education provides us with an interesting view on the possible scenarios that could occur if it is included in the formal curriculum. In the publications analyzed, eight specific experiences were found, which were categorized under three objectives:

1. The development of content from the official curricula through the creation of media objects: along this line, we underline the projects that conceived MC as a cross-sectional component, and whose teaching in courses such as history (Badillo-Mendoza et al., 2021) and production of texts (Regis, Timponi, 2016) was promoted through the creation of videos and radio programs.

2. Performing critical reflection processes around the use of media and its effects, with practical sessions parallel to the curriculum: in this category, we find workshops on cybernetic dangers in social networks in Colombia (Badillo-Mendoza et al., 2021), and the identification of media narratives that manifest racism in Mexico (Zárate-Moedano, 2018).

3. The promotion of teacher training in media education involving three experiences: cycles of curricular complementation, and spaces for obtaining advice at the University of Buenos Aires, which led to the design of a virtual platform for the dissemination of media education content (Saez et al., 2019); the CRID project, which presents an educational experience under an educative context, which involves the production of videos and images (De-Souza-Santana, Borges-Neto, 2020); and the EDI III Workshop, which seeks to recognize the pedagogic potential of the media from a critical perspective (De-Angelis, 2019).

Likewise, two curricular proposals were identified: the objective of the first is the acquisition of MC, centered on the student, through nine sessions that encompass subjects ranging from technological appropriation to critical awareness, developed by L. Cuervo-Sánchez and A. Foronda-Rojo (Cuervo-Sánchez, Foronda-Rojo, 2020). The second proposal is the *Alfamed curriculum for the training of teachers on media education*, a curricular project shaped by ten progressive

modules that offer teachers, at any level or course, didactic units with resources and enhancement activities to freely move in the new media system (Aguaded et al., 2021).

*Main conclusions and recommendations.* The studies underline that the official curricula analyzed recognized: a) the influence of the media and technology in society; b) the need to grant new meanings to media objects and narratives; and c) the potential possessed by the collective interaction and participation through them. This, according to I. De-Oliveira-Soares (De-Oliveira-Soares, 2018), reflects the political interest and public relevance of the subject. For R. Duarte et al. (Duarte et al., 2019) it provides an answer to the evident influence of the principles and initiatives promoted by organisms such as the UNESCO. This has also been addressed by T. Durán-Becerra (Durán-Becerra, 2016), who believes that thanks to this supranational character, the reflections on MIL are coming closer to other fundamental rights. Along this line, the link between the initiatives of international organizations, and the association between the different local actors is recommended: parents, civil society, scholars, communication media, and governments (Grijalva-Verdugo, Moreno-Candil, 2016; Llaver, Martino, 2019).

Despite the increasing number of narratives centered on the possibilities offered by media and technology in the curriculum, it is not common to see them as objects of analysis (Da-Cunha-Santos, Steffenello-Ghisleni, 2019; Mateus, Quiroz, 2021; Portugal, Aguaded, 2019). Also, this technological dimension is mainly found oriented towards the radio, press, and television (Duarte et al., 2019; Saez, 2019b), an aspect that leaves vacant the work on critical competences and the challenges that are found in digital environment and social networks. For B. Toro-Castillo (Toro-Castillo, 2016), this scenario explains that the presence of media education in the curriculum points towards teaching *through* media and *with* media, that is, towards their addition as didactic or auxiliary materials. The recommendations urge monitoring to ensure that education policies include programs that strengthen the critical skills for their use, especially of teachers (Durán-Becerra, 2016; Mateus, Quiroz, 2021; Portugal, Aguaded, 2019).

The results revealed that there was no single course that focused on MC as the central object in the different curricula analyzed. Nevertheless, the results showed that its presence was widely spread in the curriculum, with a greater intensity in some specific courses: language, civic education, arts, and physical education. Thus, its inclusion in a cross-curricular manner has been proposed (see Grijalva-Verdugo, Moreno-Candil, 2016; Pérez-Rodríguez, Sandoval-Romero, 2013; Saez, 2019a; Saez et al., 2019). However, the courses, skills, and curricular objectives that include MC have a low mean with respect to the competences and areas that comprise the curriculum (e.g., see Andrade-Vargas et al., 2019; Arenas-Fernández et al., 2019; Durán-Becerra, 2016). In light of this, the recommendation is to broaden the notion of literacy –beyond reading and writing–, and the media –beyond the functionalist view– in the curriculum. This implies explicitly and clearly incorporating the purpose, principles, and dimensions of MC (García-Leguizamón, 2018; Silva, Borges, 2020; Toro-Castillo, 2016).

On the other hand, the studies reviewed also coincided in that the experiences in this area allow contextualizing the content of the curriculum and making it more attractive. R. Arévalo-Martínez et al. (Arévalo-Martínez et al., 2016) mentions that its implementation in the classroom promotes research skills and an effective approach towards the socio-cultural phenomena that emanate from media convergence, such as digital threats (e.g., see Badillo-Mendoza et al., 2021) and the narratives of hate (e.g., see Zárate-Moedano, 2018). For L. Cuervo-Sánchez and A. Foronda-Rojo (Cuervo-Sánchez, Foronda-Rojo, 2020) their contribution is that the transformation of dynamics of participation and communication in contexts closest to schools. Nevertheless, there is still a need for greater systematization of experiences, which have been developed from the commitment of the teachers and social organizations (Duarte et al., 2021). Likewise, V. Catrilef-Lerchundi and F. Carias-Pérez (Catrilef-Lerchundi, Carias-Pérez, 2020) consider it necessary to take advantage of the attitudes and learning acquired during the virtualization of education, within the frame of the Covid-19 pandemic, with respect to the need to introduce media literacy in the classrooms.

## 5. Conclusion

The present systematic review selected and analyzed publications on MC in the curricula from Latin American countries. One of the main contributions of this work was to characterize the scientific production reviewed around four dimensions: geographical-temporal distribution,

conceptual configuration, methodology, and curricular experiences-conclusions detected. After the analysis, some of the results that must be underlined are:

- *At the geographical-temporal level.* Despite the literature recognizing the importance of including critical, social, and operational competences associated with media and information in the curriculum, the studies that addressed their analysis were scarce in the region, and have decreased in the last two years. This is an inconvenience, when considering that this research line is part of other objectives, such as the measurement of the degree of MC in the population (e.g., see [Bobrowicz-Campos et al., 2021](#); [Ramírez-García et al., 2016](#)).

Another subject was the comparative studies between countries. At the regional level, it is necessary for curricular projects and proposals to be based on strategies that begin from systematic studies, and to understand different realities; these strategies must contemplate the collaboration between institutions from different countries as an essential component. In this sense, it is necessary to maintain and strengthen the existing cooperation networks that seek to consolidate a common project at the level of Iberoamerica.

- *At the conceptual level:* It is recommended that future studies pay more attention to their use of the concept of MC, with respect to: (1) the origin of the reference; (2) the description of its principles, purposes, dimensions, and levels of action; and (3) its relationship with media literacy, media education, and educommunication.

- *At the methodological level:* A key aspect, after the analysis of the levels of education and the units of analysis addressed, is that research in this area must consider the lack of studies centered on initial education, education for adults, and the curricular basis of education of indigenous populations in countries such as Mexico and Chile. Also, when reviewing the table of the methodological dimension, another recommendation is to ensure that the research designs and techniques, are specific, to guarantee the validity of the studies, and to facilitate the analysis of scientific production.

Likewise, the present study revealed the existence of multiple objects of study on this subject. It is now evident that the evaluation of the presence of MC and the curricular proposals to promote its development in teachers, are two predominant research lines. Also, this systematic review showed differences with respect to the dimensions utilized to evaluate the presence of MC, media education, and media literacy in the curriculum.

- *At the level of curricular experiences and conclusions detected:* One of the aspects that could be highlighted is that after more than fifteen years since the study by P. Castillo-Cárdenas and L. Gastaldi ([Castillo-Cárdenas, Gastaldi, 2005](#)), the Latin American curricula neither included any specific course in this area, nor explicitly mentioned it. Nevertheless, the widespread presence of its dimensions in the curriculum must be understood as an opportunity to address its inclusion as a cross-sectional component, to make the teachers aware about the possibilities offered by this new way of teaching. The analysis of the existing bibliography also showed the functionalist view that persists about the media, as well as the need to overcome it to guarantee education experiences that can deal with the new demands from the media system, starting with the curriculum.

With respect to the limitations of the systematic review, we can underline that the search was limited to five databases, excluding Google Scholar, Scielo, Latindex, and the institutional repositories from the Latin American universities, which could be used to detect more postgraduate theses on the subject. Another of the limitations was that an analysis of the historical dimension was not included, to record the year of publication of the different curricula examined, as well as the education policies and initiatives about media and information described by authors as the background. Lastly, a recommendation is made to conduct more research, experiences, and projects along this line, to discover the factors that could affect the inclusion of MC in the curriculum, and specific tasks that each of the social actors must perform (e.g., teachers, managers, school supervisors, local governments, parents), as part of the media literacy ecosystem. On the other hand, it is important for education institutions and government organizations to evaluate the importance of this type of studies, to provide more support.

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# ANEXO 2

**Media and information literacy  
in the prescribed curriculum:  
A systematic review on its integration**



# Media and Information Literacy in the Prescribed Curriculum: A Systematic Review on its Integration

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## Abstract

The curricular integration of Media and Information Literacy (MIL) is crucial for cultivating informed, critical, and engaged citizens in contemporary society. It assists in addressing the challenges of the digital era and capitalizing on the opportunities presented by the ever-changing media landscape. Thus, the present systematic literature review uses the PRISMA guidelines to examine three dimensions in the process of integration of Media and Information Literacy (MIL) in the prescribed curriculum: formulation, implementation, and evaluation and challenges. Starting with the search criteria, 131 studies were found in the Web of Science, Scopus, ERIC, Dialnet and Google Scholar databases, published between January, 2013, and March, 2023, written in English, Spanish, Portuguese, and Turkish. The findings suggest that the will of the political sphere and the activism of the triad composed by passionate teachers, civil society, and academia, are key factors for promoting the introduction of MIL in formal education. Likewise, it is underlined that the evaluation of this education policy requires special attention, in order to guarantee the analysis of its reach, effectiveness, and capacity to adapt against the challenges that emerge in the media ecosystem. Thus, the intention is to provide up-to-date information for the creation of policies, research studies, and curricular content on this subject.

**Keywords** Media literacy · Media education · Curriculum · Curriculum integration · Literature review

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## 1 Introduction

Being a competent citizen on matters of media and information requires more than just learning to operate an array of devices and programs. This educational endeavor needs to accept that our students and professors live in a world that is increasingly mediatized and uncertain, which demands the renovation of the strategies necessary to subsist within it (Sivrić, 2022). Media and information literacy (MIL), defined as a series of survival tactics, conceives the imperative development of protection, evaluation, and participation skills to face the challenges and phenomena that emerge from this new media ecosystem (García-Ruiz, 2014). However, many of these tactics are not translated into education systems, despite the fact that one of the factors that promotes curricular change is the obligation to satisfy the needs of those who are to be educated. For fundamental elements such as media and creativity to become important in the prescribed curricula, the effective coordination between research, politics, and practice is indispensable (Henriksen et al., 2016).

Nevertheless, some states and experts act by following a narrow view that prioritizes technology in search of progress and modernity, at the same time that it ignores the analysis of the media culture of the learners (Mateus et al., 2019), and the dual role played by content consumers and producers in digital environments. In this context, it is important to create a social and political consensus that allows the reassessment of MIL as an indispensable right for civic practice (Francisco-Amat et al., 2022). In this way, the introduction of MIL in formal education is an opportunity for cultivating the critical sense against the contents, the functions and structure of media –traditional and emerging–, and for promoting creativity with respect to the possibilities of self-expression and self-representation they offer for (future) citizens (Bozdağ et al., 2022). More specifically, this task requires making advances in the creation of policies that guarantee their presence in formal education contexts, promote research, and teacher training in this area, as well as the dialogue among professionals of the education-communication interface, with other key entities (De-Pablos-Pons & Ball-esta-Pagán, 2018). Thus, the purpose of the present work is to examine the process of integration of MIL in the prescribed curriculum, to obtain a general overview about the formulation, implementation, and evaluation of this education policy.

## 2 Previous studies

The historical description by Fedorov (2014) indicates that the state of media education is contingent upon the historical and sociocultural conditions of each nation. In their work “Curricula for Media Literacy Education According to International Experts”, Fedorov et al. (2016) identified diverse obstacles that make their implementation difficult, among which we find the resistance from public administrations, the overload in the study plans, and the lack of teacher training. On the other hand, László Hartai (2013), in his dissertation entitled “Media education in formal education”, examines the findings from the project European Media Literacy Education Study (EMEDUS) to determine how the teaching of media in

national curricula from the European Union member states was addressed. In this context, the author points the existence of a trend in which MIL is incorporated as a tool for the education of responsible, critical, and creative citizens.

The systematic review conducted by Zhang et al. (2020) analyzes the objectives, types of integration, and ways to assess MIL in the curricula of nine European countries and China, through the evaluation of 98 articles published between 1990 and 2011. The authors pointed out some discrepancies between the legislative definitions formulated for this type of education, and underlined that the cross-cutting approach was the predominant model of integration in these countries. As for Latin America, the most current systematic review shows that specific MIL courses do not exist in that region. However, it is revealed that the detection of dimensions of media competence in the curriculum texts is one of the objects of study that prevails in scientific production (Rojas-Estrada et al., 2023a).

On the other hand, the report by Kajimoto et al. (2020) on MIL policies and practices in the Asian context, indicates that the media panorama, the infrastructure, and the legal frameworks related to media, have an effect in the manner in which it is discussed, integrated, and taught. Another substantial report on the subject, the one by Cunliffe-Jones et al. (2021) analyzes the curricula from seven countries in Sub-Saharan Africa, focusing on the skills necessary to deal with information disorder. Among the findings, it was underlined that despite the worry expressed by the political sphere related with “fake news” and their effects on society, the principles of media education were hardly observed in the curriculum texts. Based on the studies described, there is evidence that there is an increasing interest on the integration of MIL in formal education. However, there is a need for the precise systematic description of the processes that have been implemented for their inclusion in the prescribed curricula, which summarizes the objectives and aspirations of the education system, so that the actors responsible for this endeavor have up-to-date information.

### 3 Methodology

To examine the process of MIL integration into the prescribed curriculum, a systematic literature review was performed, a method that allows identifying, analyzing, and interpreting scientific production in a specific field determined by systematic processes (García-Peñalvo, 2022). The protocol utilized followed the PRISMA declaration guidelines 2020 (Page et al., 2021) and was divided into five phases: “research questions, eligibility criteria and sources of information, search strategy, study selection process, and coding and data synthesis” (Valverde-Berrocoso et al., 2022, p. 100–101). To guarantee transparency and access, the review and analysis protocol were registered at Figshare (Rojas-Estrada et al., 2023b).

#### 3.1 Research questions

The six research questions (Table 1) that guided this review were divided into three dimensions: (1) Formulation, it analyzes the origin of the proposal, the interest

**Table 1** Dimensions and research questions. *Source:* Developed by the authors

Dimension	Research Question
Formulation	Q1 Where did the proposal to integrate MIL into the prescribed curriculum emerge?
	Q2 Who are the actors involved in the curricular integration of MIL and through what actions?
Implementation	Q3 Under what modality has MIL been integrated in the prescribed curriculum?
	Q4 What resources have been created for its implementation?
Evaluation and challenges	Q5 What systems of evaluation were extracted from the literature with respect to the process of curricular integration of MIL?
	Q6 What challenges were detected in the literature with respect to the curricular integration of MIL?

groups involved in the process of integration, and their actions, (2) Implementation, it determines the modalities and resources created for its execution in school centers, and (3) Evaluation and challenges, it detects the processes of evaluation on the implementation of MIL, as well as the challenges around key actors, the integration process, the content, the approach, and other factors.

### 3.2 Search strategy, eligibility criteria and sources of information

Appendix A shows a general overview of the search process (date, string, and domains selected) conducted in the search engine Google Scholar and four databases: Web of Science (WoS) and Scopus, acknowledged for indexing publications of high-quality and impact; ERIC (ProQuest), a specialized reference source in the educational field; and Dialnet (Plus), renowned for its extensive collection of studies published in the Ibero-American context. The search was executed using a scheme of two sets of terms with Boolean operators: «Media literacy» OR «Media Education» OR «Media Competence» OR «Media and Information literacy» OR Educommunication AND «Curriculum».

The inclusion criteria for the present review were the following: (1) theoretical or empirical articles, books, book chapters and meeting proceedings in which the descriptors defined are found in the title, abstract, or keywords; (2) which address the integration of MIL in the prescribed curricula in any country; and (3) published between January, 2013, and March, 2023, in English, Spanish, Portuguese, or Turkish. The objective of this selection is to broaden the geographical coverage of the research, enabling the inclusion of studies that explore the Turkish experience, and those from Ibero-America, a region distinguished by its deeply rooted tradition in the field of media education (De-Oliveira-Soares, 2019). Notably, these regions have not been addressed in previous reviews. Through this strategic integration, it is intended to explore the possibilities and challenges enabled by implementing this policy across distinct political, cultural, and educational contexts.

On the other hand, the articles excluded (Table 2) were related with studies on: (1) specific subjects, such as the curricular integration of digital literacy or digital

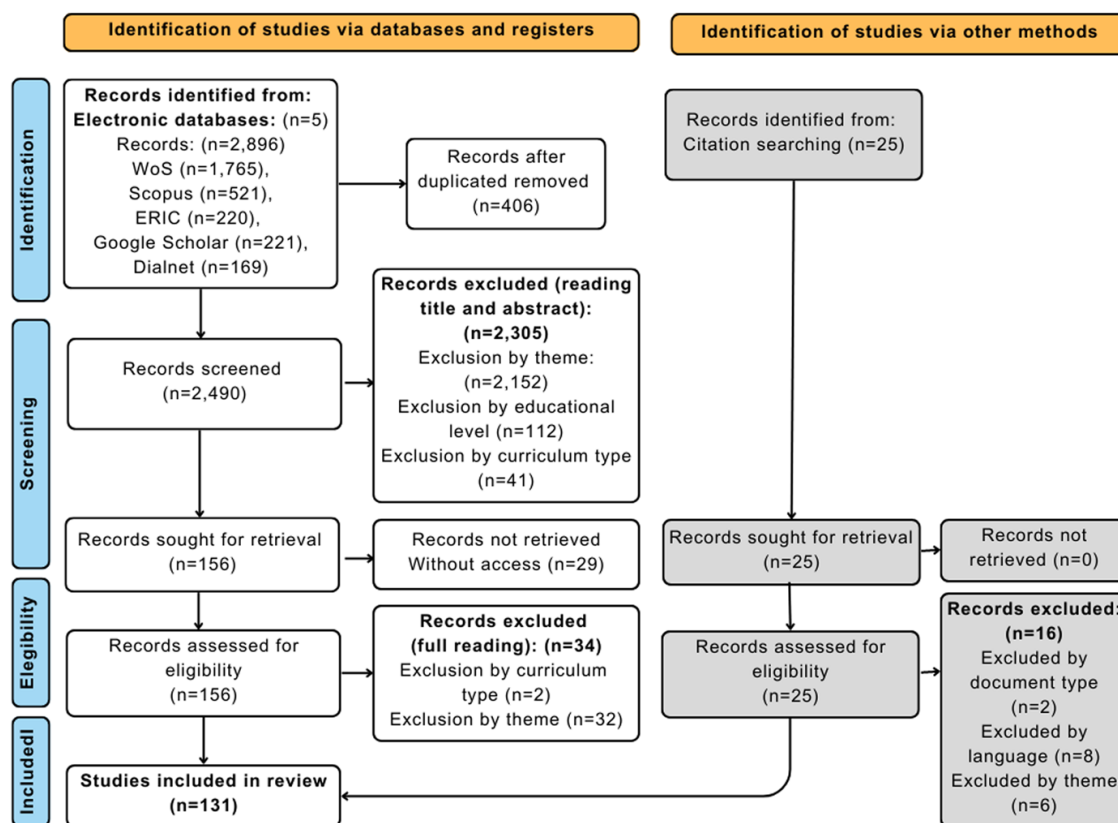
**Table 2** Examples of exclusion by criteria. *Source:* Developed by the authors

Dimension	Bibliography	Reason
By subject	Suwarto, D. H., Setiawan, B., & Machmiyah, S. (2022). Developing digital literacy practices in Yogyakarta elementary schools. <i>Electronic Journal of E-Learning</i> , 20(2), 101–111. <a href="https://doi.org/10.34190/ejel.20.2.2602">https://doi.org/10.34190/ejel.20.2.2602</a>	Subject: Digital literacy
By type of curriculum	Sekarasih, L., Scharrer, E., Olson, C., Onut, G., & Lanthorn, K. (2019). Effectiveness of a school-based media literacy curriculum in encouraging critical attitudes about advertising content and forms among boys and girls. <i>Journal of Advertising</i> , 47(4), 362–377. <a href="https://doi.org/10.1080/00913367.2018.1545269">https://doi.org/10.1080/00913367.2018.1545269</a>	Type: Curricular proposal
By level	Meehan, J., Ray, B., Walker, A., Wells, S., & Schwarz, G. (2015). Media literacy in teacher education: A good fit across the curriculum. <i>Journal of Media Literacy Education</i> , 7(2), 81–86. <a href="https://doi.org/10.23860/jmle-7-2-9">https://doi.org/10.23860/jmle-7-2-9</a>	Level: Teacher training

knowledge (exclusion by subject), (2) the design or evaluation of curricular proposals that integrate MIL (exclusion by type of curriculum), and (3) the embedding of MIL in the curriculum in higher education, teacher training, or adult education (exclusion by level).

### 3.3 Study selection process coding and data synthesis

Figure 1 shows the initial literature search, which identified 2896 studies. After the elimination of 406 duplicates, the remaining studies were examined in two stages: (1) the first stage was comprised by a systematic reading of the titles and abstracts of 2490 publications, which resulted in the exclusion of 2305 records, and (2) the second stage consisted on the complete reading of 156 manuscripts, which resulted in the exclusion, by consensus, of 34 records. Posteriorly, the application of the snowball method of the citations from the studies identified in the databases allowed the shaping of the final sample ( $n = 131$ ). Lastly, the chosen texts were exported from EndNote to a spreadsheet, and an analysis worksheet was created that included seven categories (Appendix B) for the collection of data.



**Fig. 1** Flow diagram of the search process with the PRISMA protocol. *Source:* Developed by the authors

## 4 Results

### 4.1 Where did the proposal to integrate MIL into the prescribed curriculum emerge?

After the analysis of the MIL integration process in the prescribed curriculum, it was observed that these processes were subject to a series of interrelated economic, political, and cultural conditions. Nevertheless, four key aspects were found, related with the origin of the diverse proposals studied:

1. The lobbying by civil organizations, “passionate teachers” or scholars. Most of the studies ( $n=101$ ) pointed to the transcendental role of the professors-civil society-academic community triad for forming lobby groups able to have an influence on decision makers through the prudent exercise of activism and the identification, with scientific foundations, of the media challenges within the frame of education. The groups directed by ecclesiastical representatives, educators, experts in media education, and community leaders, represent the first attempts to establish MIL as a curricular activity in the United States of America (Prykhodkina, 2020), Australia (Dezuanni, 2019), Czech Republic (Junová, 2016; Römer, 2021), France (Jehel, 2019), Israel (Turin & Friedman, 2019), Hungary (Neag, 2016), South Korea (Yoon et al., 2019), United Kingdom (Buckingham, 2015), India (Jayachandran, 2018), Poland (Ptaszek & Lysik, 2019), Ireland (O’Neill, 2019); Croatia (Kanižaj, 2019), and Canada (Hoechsmann & Wilson, 2019). Also, the review showed that these types of groups worked as a “lever” to generate political will, open spaces for dialogue, and place the need to embed MIL in the education system into the public agenda.
2. The political will to create spaces of dialogue and/or specialized organizations. Almost three quarters of the sample ( $n=87$ ) placed the arrival of new public administrations as strategic moments for mobilizing or guaranteeing the presence of MIL in curriculum texts. In this context, the studies pointed to the importance of spaces for dialogue that seek to coordinate efforts between the political sphere and other interest groups to formulate public policies in matters of media and information (e.g., Hipfl, 2019; Karaduman, 2013; Ptaszek & Lysik, 2019; Silajdžić et al., 2022; Supa et al., 2021). More specifically, many Turkish authors (Asrak-Hasdemir, 2016; Cakmak & Tuzel, 2015; Kazan & Balkin, 2018; Untila-Kaplan, 2019) pointed out, as the starting point of the process of integration, the organization of an event by the Radio and Television Supreme Council [Radyo ve Televizyon Üst Kurulu- RTÜK) to debate basic matters of press, radio, television, and internet. In light of this space, and the activism of scholars, the RTÜK became the main promoter of media education under a process (Table 3) that included the signing of a cooperation protocol with the Ministry of Education [Milli Eğitim Bakanlığı- MEB] in 2006 (Untila-Kaplan, 2019).

In addition, the authors underlined the importance of establishing public entities, departments, or organizations that include the active promotion of MIL within their functions, such as the cases of the Office of Communications (Ofcom) in the United Kingdom (Buckingham, 2015); the Municipal Secretariats in São Paulo and Rio de Janeiro in Brazil, with their projects Media Education and Educommunication,

**Table 3** Process of curricular integration of MIL in Türkiye. *Source:* Developed by the authors with information from Untila-Kaplan (2019)

Phase	Year	Activity
1	2003–2005	Period of preparation that included a series of simultaneous activities: - Media awareness campaign about the importance of MIL - Celebration of international panels with experts and interest groups - Research conducted at the national level about this field
2	2006–2009	- Signing of the agreement between the RTÜK and the MEB - Development of a legislative definition of MIL, a curriculum, and didactic materials

respectively (De-Oliveira-Soares, 2018); or the National Radio Broadcasting Council [Krajowa Rada Radiofonii i Telewizji–KRRiT] in Poland, in charge of organizing campaigns and courses on MIL for different audiences (Brosch, 2017).

3. The adoption of legal materials, recommendations and instruments from the European Union. More than half of the studies ( $n=79$ ) recognized the impact of the European Union (EU) in the development of integration processes. Specifically, Slovakia (Šupšáková, 2016), Poland (Ptaszek & Lysik, 2019), Hungary (Schleicher & Rétfalvi, 2015), the Czech Republic (Jiráček & Zezulková, 2019), Finland (Palsa & Salomaa, 2020), Türkiye (Çakmak & Tuzel, 2015), Georgia (Levitckaya & Seliverstova, 2020), Montenegro (Ružić, 2016), Ireland (O’Neill, 2019), and Ukraine (Lokshyna & Prykhodkina, 2020) coincided in that the political instruments emitted by the EU for its members and candidate countries persuaded the public policy makers with respect of the curricular inclusion of media education. Among them, they particularly recognized the following: Recommendation 2006/962/EC which focuses on key competences for lifelong learning. The document entitled “A European approach to media literacy in the digital environment”.

Directive 2007/65/CE, which recognizes the MIL educational activities conducted by member states.

The Bologna European Process that prompted the adaptations of education systems to European education standards.

Along the same line, Spain, which has recently incorporated MIL in the primary education, secondary education, and baccalaureate curriculum (i.e., Royal Decree 217/2022, Royal Decree 157/2022, Royal Decree 243/2022) and within the framework of reference of teacher’s competence in digital matters (i.e., Resolution from May 4th, 2020), has also demonstrated the influence of this organization (Ramírez-García et al., 2014c).

4. The execution of large scale projects promoted and/or financed by foreign entities. This category implies a reduced number of studies ( $n=39$ ) that recognize the support from international entities for consolidating projects that include in their objectives the development of critical skills associated with communication media. Table 4 specifically shows the process of integration of three countries that reflect the extent of this synergy: (1) Mon-

**Table 4** Process of curricular integration of MIL in Montenegro, Georgia and Ukraine. *Source:* Developed by the authors with information from Levitskaya and Seliverstova (2020), Ružić (2016), Lokshyna and Prykhodkina (2020)

Country	Phase	Year	Activity
Montenegro	1 <sup>st</sup>	2006	Design of a curriculum and creation of didactic materials
	2 <sup>nd</sup>	2007	Pilot study: Teaching of the optional class “Media Literacy in the general baccalaureates in the cities of Budva and Kotor
	3 <sup>rd</sup>	2008	Approval of the introduction of MIL by the General Education Council
Georgia	1 <sup>st</sup>	2018	Establishment of the “Department of Media Literacy” in charge of its promotion and evaluation
	2 <sup>nd</sup>	2019	Pilot: 50 schools
			Improvement of the technological infrastructure with the support from <i>Microsoft</i> and the <i>Tallinn University</i> from Estonia
Ukraine	1 <sup>st</sup>	2011	Experimental phase: Introduction of the optional class “Media Culture” in 10 <sup>th</sup> grade
			Update of the legislative definition of MIL
	2 <sup>nd</sup>	2017	Pilot: Teaching of MIL as a cross-cutting component in schools Promotion of media competence with university educators and students who were enrolled in degrees related with pedagogy and psychology
	3 <sup>rd</sup>	2018	Inclusion of MIL in the State Standards of Primary Education

tenegro, which obtained funding from the Foundation Open Society Institute (Perović, 2015), (2) Ukraine, whose model of integration was designed within the framework of the Learn and Distinguish initiative promoted by the International Research Exchanges Board (IREX), in coordination with the Ministry of Education and Science (Lokshyna & Prykhodkina, 2020), and (3) Georgia, which envisages the support from the Microsoft corporation to improve the technological infrastructure in classrooms within the curricular reform framework from the “New School Model” (Levitskaya & Seliverstova, 2020).

Lastly, the countries that did not include a specific course or that do not explicitly mention MIL in their study plans showed two key aspects that represent opportunities for its integration:

- The influence of principles and materials created by the UNESCO, found in Bosnia and Herzegovina (Silajdžić et al., 2022), different Latin American (Saez, 2019), and Asian (Lin et al., 2013) countries, and Francophone countries from Western Africa such as Cameroon, Togo, Senegal, Burkina Faso and the Ivory Coast (Corroy & Apo, 2019).
- The identification of public policies on media and information matters that allow working on projects and initiatives with respect to operational, social, and critical skills that define media competence, such as the case in Argentina with the section “Education, New technologies, and Media” of the National Education Law, which points out the importance of providing new education strategies based on the use of different media (Saez, 2019); Ecuador, with article 74 about common responsibilities in Organic Law on Communication, which dictates the promotion of educommunication (Andrade-Vargas et al., 2019); Portugal, with the publication of a new national policy on digital citizenship that includes MIL as an essential element (Tomé & De-Abreu, 2019); or the Republic of Cyprus, with article 18D from the Law on the Corporation of Radio Broadcasting that allows the Radio and Television Authority to implement education programs to improve the levels of MIL (Themistokleous, 2023).

#### **4.2 Who are the actors involved in the curricular integration of MIL and through what actions?**

As for the key actors, we refer to political, social, and civil entities that perform individual or coordinated actions, to integrate MIL into curriculum texts. The following were identified after the analysis:

1. Political actors. In first place, we find the council and bodies associated with communications, which include, among their functions, the active promotion of MIL and the coordination of work with other state entities in this area. The predominant actions identified in the group of interest were: to promote campaigns

whose objective is to increase MIL in the population; to provide didactic and digital materials to educators; to provide support to activities promoted by other groups; and to prepare the training of teachers in this area (Cakmak & Tuzel, 2015; Jirák & Zezulková, 2019; Neag & Koltay, 2019; O’Neill, 2019; Themistokleous, 2023).

In second place, we find that the ministries of education in countries such as Iran (Azizi et al., 2021), the Czech Republic (Jirák & Zezulková, 2019) and the Philippines (Labangon & Zabala, 2018) are the main custodians of MIL; while in others, they are in charge of coordinating efforts with other key actors with respect to the distribution of didactic material and training of teachers in this field (Cicha et al., 2021; Hipfl, 2019). Likewise, we find political entities such as the European Commission and specialized organizations such as the UNESCO, which promote initiatives and provide documentation related to the curricular integration of MIL (Bautista, 2021; Perović, 2015; Römer, 2021). Lastly, in Singapore, which has a recent history with MIL, we find the creation of a Media Literacy Council, composed by representatives of different interest groups (experts, educators, civil servants, etc.), dedicated to promoting MIL and the cybernetic well-being of citizens (Weninger, 2017).

2. *Passionate teachers.* Many authors (Jehel, 2019; Kanižaj, 2019; Ptaszek & Lysik, 2019; Tsvietkova et al., 2020; Turin & Friedman, 2019) consider that the role of “passionate professors” in the process of curricular integration of MIL must be seen as an example of social activism, given that without teacher’s training, didactic materials, or governmental support, they have fought to introduce media into the curriculum, and inspired school communities. In this sense, David Buckingham defends their actions, when he states that “media educators have always had to fight to establish what today is still being seen as a dangerously new field” (Buckingham, 2015, p. 83).

3. *Academia and experts in media education.* Other social actors identified include faculties and research centers that have been created specifically for this field, which, aside from promoting the introduction of MIL in schools, made sure to provide methodological support, research techniques, and advice to other key authors (Chen et al., 2018; Cheung & Xu, 2016; Kanižaj, 2019; Vrabec, 2016). Likewise, in this category, we find the contributions of media education experts, such as László Hartai, who led the movement that achieved the integration of this class subject in Hungary (Neag, 2015), and professor Jan Jirák, who along with his colleagues, organized a series of meetings to encourage the public administration to play a coordinated role in favor of MIL (Römer, 2021; Sloboda, 2018; Supa et al., 2021).

4. *Civil society.* The projects, events, and courses promoted by this link for education models, compensate for the slow process of curricular updates that allow the introduction of MIL, and the lack of teacher training on this subject (Neag & Koltay, 2019; O’Neill, 2019; Rek, 2019). Also, they contribute with the creation of didactic materials, awareness campaigns directed to the general population, public policy projects, and curricular proposals that integrate the use and analysis of media (Levitskaya & Seliverstova, 2020), as well as the funding of educommunication projects (Ružić, 2016).

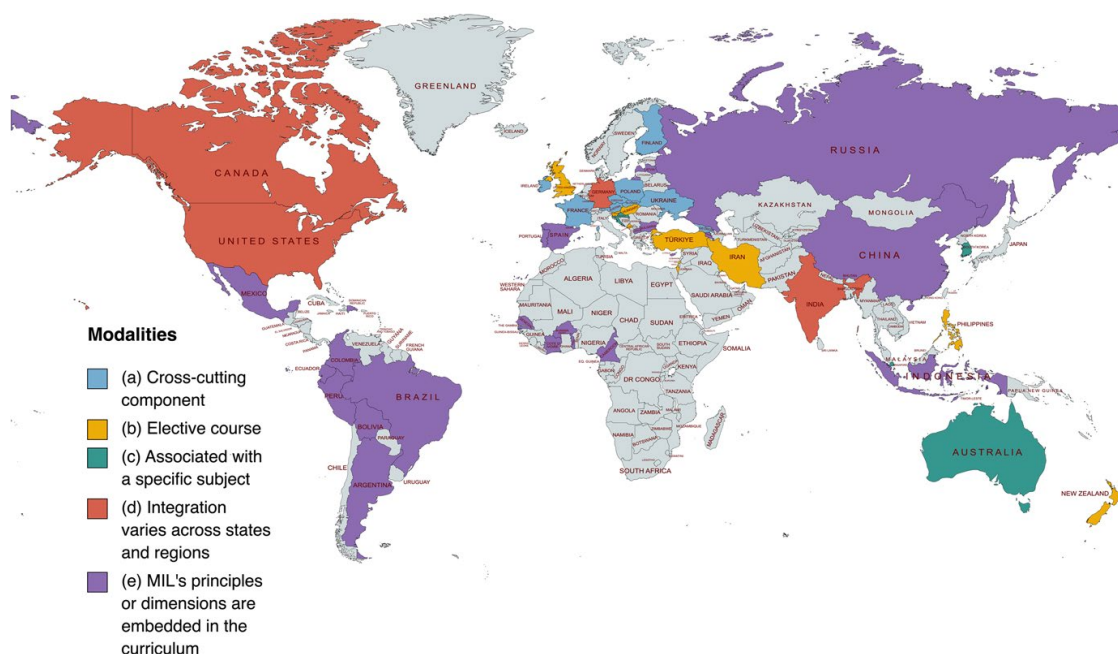
5. *The media industry.* We also found that media and advertising companies joined together to advocate for MIL through campaigns, projects, and online courses

that sought to mostly: i) foster internet security and the understanding of specific phenomena (disinformation, internet bullying, digital fraud, etc.), such as SingTel in Singapore (Sze & Sun, 2019); and ii) promote the critical analysis of media objects (Jehel, 2019; Voráč & Kopecký, 2021).

### 4.3 Under what modality has MIL been integrated in the prescribed curriculum?

After the analysis of the literature, five modalities of curricular integration of MIL were found, as shown in Fig. 2. This figure provides a general overview of the different modalities according to country, to improve its visualization. The note under the figures provides a link that can be used to access additional information.

1. Cross-cutting component. The experience of the Czech Republic (Jirák & Zezulková, 2019), Slovakia (Kačínová, 2018), Georgia (Levitskaya & Seliverstova, 2020), Ireland (O’Neill, 2019), Austria (Hörmann et al., 2023) and Ukraine (Kosheliuk et al., 2021) shows that MIL under this modality can be taught as: (1) a project (management of a school radio or newspaper), (2) a seminar or related academic activity, (3) a set of themes that are addressed in different school subjects, and (4) a combination of the previous options. For Jirák and Zezulková (2019) the strength of this model is the fact that educators are able to flexibly react to the challenges of the media ecosystem. While the study by Cheung and Xu (2016) highlights the importance of clearly communicating the objectives in the courses into which it is embedded, as well as in the MIL course, to help



**Fig. 2** Map of the MIL curricular integration modalities. *Source:* Developed by the authors. To improve the visualization and to consult the interactive elements of the map that include additional information of each modality (name of the courses and school grades in which it is implemented), please click the following link: <http://bitly.ws/E6D4>

educators understand that it is not simply a combination of two domains of knowledge. However, Hipfl (2019) warns that its implementation as a school project can result in the mistake of only teaching students how to create media objects, but not how to examine them critically.

On the other hand, it was identified that the curricular texts from Ontario (Ryan, 2020) and Finland (Kupiainen, 2019) planned the cross-cutting integration of MIL under umbrella term multiliteracy, a movement that conceives a greater closeness to the communication realities experienced by students, to give way to practices in agreement with the technological and diverse societies in which they live.

2. Optional class. According to the data collected, this modality is presently found in secondary education and/or middle school education in nine countries: Türkiye, Montenegro, Philippines, Israel, Hungary, the United Kingdom, New Zealand, Iran, and Slovenia. Despite this proposal making it possible for students to identify and name MIL as a key concept (Mohebzadeh et al., 2020), its implementation comes with a series of challenges, as its independent status results in the students not being able to understand its connection and integration with other courses, while its optional character shortens its reach, as it is possible to traverse the system of formal education without having taken the course (Asrak-Hasdemir, 2016; Karaduman, 2013; Ružić, 2016; Schleicher & Rétfalvi, 2015). In a more specific manner, it was detected that in Hungary and Israel, MIL was also embedded as a cross-cutting component in primary education and the first years of secondary education (Neag & Koltay, 2019; Turin & Friedman, 2019). The challenge of this proposal, according to Neag (2015), is the loss of continuity in teaching, which leads to the transit from a cross-cutting approach, to an optional class.

3. Associated with a specific course. Delving into this modality, the integration of MIL principles into the content of specific subjects were revealed in four countries: Croatia (Kanižaj, 2019) and South Korea (Yoon et al., 2019) have associated it with the mother tongue; Singapore (Weninger, 2017) to the introduction of the English course; while Australia maintains its paradigmatic proposal of “media arts” (Dezuanni, 2019). Based on the experience in Singapore, Lin et al. (2013) warns that under this type of integration, there is risk that learners will not be aware that they are being taught to become media literate.

4. Each state or region works on MIL. In Canada, the United States of America (Hobbs et al., 2022; Mohebzadeh et al., 2020), Germany (Schulenkorf et al., 2021) and India (Jayachandran, 2018), each of the states and regions that compose them differentially define and include MIL in the curriculum. Nevertheless, the creation of documents that seek to provide consistency to education standards at the national level is observed, which maintain connections with the MIL principles and objectives, such as the “National Common Core Standard Curriculum” in the United States (Ey, 2017; Hoffman, 2014), or the Federal Standards for Digital Education developed by the “German Conference on Education Ministries and Cultural Affairs” (Schulenkorf et al., 2021). For Schleicher and Rétfalvi (2015) this situation

makes it possible for the content to be diversified, and for the possibilities to increase in the education terrain for media.

5. Principles or dimensions present in MIL in the curriculum, but without explicitly mentioning the concept. A third of the studies ( $n=43$ ) had the objective of determining the presence of MIL in curricular texts through the detection of its dimensions, principles, or objectives. After analyzing these studies, conducted in 26 countries, it was observed that media competence was mostly associated with the contents in the following curricular areas:

- Language: strengthening communication skills and the ability to effectively read and write (Andrade-Vargas et al., 2019; Corroy & Apo, 2019; Lew-Starowicz, 2019; Pérez-Rodríguez & Sandoval-Romero, 2013; Portugal & Aguaded, 2019); Critical analysis of the information that is transmitted through the media, considering both the degree of reliability, and the interests and values implicit to them (Pérez-Rodríguez & Sandoval-Romero, 2013); ability to express messages through the use of different languages and digital formats (Anderson & Helmane, 2019; García-Leguizamón, 2018); and the analysis of audiovisual reproductions to recognize the cultural diversity present in societies as a valuable resource (Caldeiro-Pedreira, 2013; Ramírez-García et al., 2014c).
- Technology: resolution of problems through the efficient use of technology (Anderson & Helmane, 2019; De-Oliveira-Soares, 2018; Lew-Starowicz, 2019; Neag, 2015; Pérez-Ortega, 2016; Ramírez-García et al., 2014a); and the responsible use of media to interact with information and other social groups (Corroy & Apo, 2019; Mateus & Suárez-Guerrero, 2017).
- Citizenship and ethics: reflect on the value of media within freedom of expression, democratic processes, and the active and responsible exercise of citizen participation (Anderson & Helmane, 2019; Andrade-Vargas et al., 2019; Cheung, 2015; Corroy & Apo, 2019; De-Oliveira-Soares, 2018; Lew-Starowicz, 2019; Medina-Vidal et al., 2017; Polizzi, 2020; Saez, 2019; Tomé & De-Abreu, 2019).
- Foreign language: promotion of communication aptitudes and sociolinguistic ability (Andrade-Vargas et al., 2019; Ramírez-García et al., 2016).
- Art: use of media as tools for critically transmitting one's own culture, ideas, histories, and emotions (Andrade-Vargas et al., 2019; Medina-Vidal et al., 2017; Ramírez-García et al., 2016).
- Physical education: critical evaluation of the impact of media and social networks on the perception of one's body and personal identity, as well as the analysis of the particular effects such as sedentarism, stress, addiction to technologies, etc. (Cheung, 2015; Saez, 2019); and the promotion of an attitude of rejection towards unsportsmanlike gestures, signs, and symbols disseminated by the media (Ramírez-García et al., 2014c).

- Natural sciences: associating the content of the course with journalistic information about science and health subjects (Anderson & Helmane, 2019; Ramírez-García et al., 2014a; Saez, 2019).
- Mathematics: use of technological tools for the execution and verification of mathematical calculations, as well as reading, interpretation and critical analysis of figures and diagrams obtained from media objects (Andrade-Vargas et al., 2019; De-Oliveira-Soares, 2018; Ramírez-García et al., 2014b).

#### 4.4 What resources have been created for its implementation?

The integration of MIL in countries with optional classes tend to be accompanied by textbooks to direct its execution within the classroom (i.e., Israel, the Czech Republic, Türkiye). Likewise, the creation of websites by governmental agencies was observed, to provide information on activities, events, documents related with MIL, and to create awareness of its importance, such as the website “Medya Okuryazarlığı” ([medyaokuryazarligi.gov.tr](http://medyaokuryazarligi.gov.tr)) hosted by RTUK in Türkiye (Cakmak & Tuzel, 2015), or “Mediamanual” ([mediamanual.at](http://mediamanual.at)) created by the Federal Ministry of Education in Austria (Hipfl, 2019). In other countries, due to the lack of didactic materials, teachers have created Facebook groups to share strategies, documents, and good practices related with media and information (Bautista, 2021; Vrabec, 2016). The use of foreign materials is also interesting, such as the “MediaLit Kit” from the Center for Media Literacy used in Montenegro (Perović, 2015), or the Finnish book “Hello Ruby” which is part of the resources in the model from Georgia (Levitskaya & Seliverstova, 2020).

#### 4.5 What systems of evaluation were extracted from the literature with respect to the process of curricular integration of MIL?

Despite the recommendations by Celot and Pérez-Tornero (2009) who suggested the constant evaluation of how MIL is taught, and its impact, the articles reviewed described the persistence of a lack of systems of evaluation and/or collection of proof. Thus, there is a lack of assurance and knowledge on the quality, strengths, weaknesses, and reach of MIL in the countries in which it has been integrated (Beseda et al., 2016; Jiráček & Zezulková, 2019; Kanižaj, 2019; Radunović, 2014; Turin & Friedman, 2019). Therefore, given the lack of agencies responsible for this task, the state of media education is explored and studied by other key actors, such as civil society and academia (Voráč & Kopecký, 2021). Nevertheless, Jiráček and Zezulková (2019) consider that it is difficult to know the impact of these studies on the political sphere to improve the implementation of MIL.

#### 4.6 What challenges were detected in the literature with respect to the curricular integration of MIL?

The challenges identified in the processes of integration were divided into five categories and describe a number of aspects that must be considered during the formulation of proposals for the curricular integration of MIL.

1. Integration into the education system. The analysis indicates that one of the challenges in the formulation of the proposal is to determine the modality of integration, the stage of education, type of school, and evaluation indicators. According to Borbás et al. (2016), media education must be taught continuously in the different stages of education. If the intention is to promote MIL in the upper levels of secondary education, or in baccalaureate studies, we must deal with the fact that students have already developed their own practices and perspectives with respect to the consumption and use of media. Also, the literature indicates that in the Czech Republic, Montenegro and Slovenia, MIL is not offered in technical or vocational schools, which contradicts the perspective that defines MIL as a fundamental right for every citizen (Rek, 2019). As for its evaluation, the experience in Türkiye and Hungary indicates that there are no specific evaluation mechanisms for this type of competence, which can decrease the student's interest (Karaduman, 2013; Schleicher & Rétfalvi, 2015). Other challenges identified in this category include:

- The ambiguity about the MIL concept has resulted in an erroneous conception of its objectives and reach (Azizi et al., 2021; Brosch, 2017; Neag, 2015), which has led to educators seeking to develop the communication strategies of the learners through the improvement of their body language of mimicry (Avci, 2015), or students choosing this class subject thinking that it is focused on journalism or advertising (Perović, 2015).
- The technological infrastructure and materials for executing the classes are limited to the conditions found in schools (Azizi et al., 2021; Junová, 2016; Perović, 2015; Saei et al., 2021).
- The techno-determinist view has led many politicians and experts to sustain the myth that the “digital citizens” need more equipment, rather than critical education (Supa et al., 2021). This perspective results in MIL being subsumed under digital literacy, which leads to the prioritization of the teaching of how to use devices, and considering the media as simple didactic support (Bautista, 2021; Cakmak & Tuzel, 2015; Hoechsmann & Wilson, 2019; Jehel, 2019; Mathew, 2018; Schleicher & Rétfalvi, 2015; Tibaldo, 2022).

2. Educators. For Perović (2015) it is crucial to understand that a positive change in education systems require educommunicators to become agents of change of the education system, and for this to take place, they need quality training and to be more critical. In this sense, the following challenges are detected:

- The lack of teacher training promotes improvisation and impedes the curricular materialization of MIL (Azizi et al., 2021; Bautista, 2021; Junová, 2016; Karaduman, 2013; Mathew, 2018; Neag, 2015; Ružić, 2016; Schulenkorf et al., 2021; Sloboda, 2018).
- The slow progress of universities for the incorporation of programs on the media/education interface, in higher and graduate education (Cakmak & Tuzel, 2015; Hipfl, 2019; Kazan & Balkin, 2018). In this sense, the literature centered on the China context reveals that the limited implementation of university programs focused on media education, and the lack of specialized professors, have contributed towards the low popularity of this type of education in lower levels of education (Cheung, 2015; Cheung & Xu, 2016; Han, 2022).
- The lack of collaboration networks between professors and schools to exchange ideas, good practices, and collaboration among peers (Perović, 2015; Römer, 2021; Ružić, 2016).

3. Approach and content. In this category, we identified that the protectionist approach around media has extended to official documents and the public discourse, through the arguments that have been created about their harmful effects on the younger population (Avci, 2015; Cakmak & Tuzel, 2015; Mohebzadeh et al., 2020; Schleicher & Rétfalvi, 2015). On the other hand, the rigidity of the curriculum and the traditional rationale of the education systems impede updating of contents in line with the changes raised in the media ecosystem (Beseda et al., 2016; Schleicher & Rétfalvi, 2015; Sezgin, 2015; Neag & Koltay, 2019; Untila-Kaplan, 2019; Weninger, 2017). In this sense, the media education that is provided can become obsolete very rapidly, so that another challenge is the lack of relevant content that provides an answer to the communication realities experienced by students (Çarkıt, 2019; Perović, 2015; Schleicher & Rétfalvi, 2015), as well as the social discrimination of gender in digital territories (Friedman et al., 2021; Karaduman, 2013).

4. Key actors. Within this category, we find the lack of coordination between the education system and the activities of the State, the media industry, and civil sectors, to promote MIL, which is due to the low funding available and the low visibility of MIL (Kanižaj, 2019; Labaš & Marinčić, 2017; Schleicher & Rétfalvi, 2015; Šupšáková, 2016). Likewise, a low interest was observed of parents to improve this competence, which restricts their participation in crucial activities (Han, 2022; Kanižaj, 2019). These situations are specially relevant, given that, as pointed out by Hobbs et al. (2022), to achieve the effective curricular integration of MIL, it is essential to understand the school environment as a “complex adaptive system” that requires the early, systematic, and continuous commitment of all the interest groups in order to persist.

Another challenge detected was the “period of regression”, in which the public sphere repeals the public policies on MIL. Despite the long tradition in this area, and the important theoretical leaders such Len Mastermann, the decision

of British policymakers, and the new coalition that came to power in 2010, was to “discard” MIL (Wallis & Buckingham, 2021). This situation, largely illustrated in many studies (e.g., Lin et al., 2013; Ptaszek & Lysik, 2019) proposes the arrival of administrations that seek to “go back to basics” and to focus their attention on subjects such as literature and mathematics. Therein the importance of considering the political context in which these policies and the power dynamics are executed, and which have an influence on its construction.

5. External factors. The media system is one of the substantial areas regulated by laws that have an impact on media education, so it is important to address aspects such as the freedom of expression and the diversity of media. The experiences in Singapore (Weninger, 2017), and Hungary (Neag, 2015) describe the challenges of integrating MIL in public education under a context of strict media control, which could impinge the teaching of creative manners of expression.

## 5 Conclusions

Although the incorporation of MIL in formal education is influenced by multiple interrelated political, economic, historical, and cultural factors (Fedorov, 2014; Kajimoto et al., 2020; Zhang et al., 2020), it is necessary to underline the importance of generating dialogue between the political sphere and other groups of interest as the starting point. Under this collaborative view, the analysis suggests that the conversation between both poles must propitiate: (1) the recognition of the flaws in the legislative work in this area, (2) the creation or activation of state agencies dedicated to promoting teaching of media education as a fundamental right, and (3) the detailed establishment of the process for its implementation in formal and informal contexts.

Another important observation from the present review is the activist actions performed by the triad composed by passionate professors, civil society, and academia, to integrate MIL into the curriculum. In this sense, the construction and edification of education policies seems to be an endeavor of education authorities, but in terms of media and information, this task tends to be promoted by social movements that include the intromission of media education experts into the public sphere, the methodological and research support by academia, and the projects formulated by civil society. Therefore, the formulation of policies and curricular proposals in this field demands a participative approach, in order to favor legitimacy in the making of decisions and to ensure long-term continuity.

Likewise, the analysis highlights that most of the countries examined did not follow a conventional modality, with respect to the inclusion of MIL in the curriculum. However, two types of integration were identified that differed

from those presented above (e.g., Kajimoto et al., 2020; Zhang et al., 2020): (1) each state or region works on MIL, and (2) the presence of MIL principles and dimensions without explicitly mentioning the concept. Both proposals provide evidence that public policy makers recognize the importance of incorporating media and information in study plans. Nevertheless, the nature of the education system, and the lack of a legislative definition, are factors that influence their adoption. Also, it is important to highlight the initiative of researchers to identify the presence of media competence in curriculum texts. This allows obtaining a diagnostic of its current state, defining media education as a “pending subject”, and bringing possible applications in the classroom, in countries in which it is not explicitly included.

On the other hand, the evaluation of this education policy requires greater attention, as this missing factor could result in the lack of information about the quality, reach, strengths, and weaknesses of MIL in education systems into which it is integrated, as well as its capacity to adapt to new technologies and trends in the field of communication media. Despite civil society and academic taking on an active role in the exploration and analysis of its state, an entity must exist that becomes responsible for this endeavor, as suggested in the work by Hartai (2013). Also, the analysis of challenges let us glimpse that simply being aware of the importance of media education is not enough, as it is also crucial to establish the conditions necessary for its implementation at the level of teacher training, infrastructure, materials, and legislation. On the contrary, the specific actions taken to address these challenges, with respect to media and technology, will be reduced to simple expressions of concern, which will result in a growing divide between the curriculum used to educate (future) citizens, and the world in which they must navigate.

Although the study was able to examine the origin, modalities, key actors, and challenges associated to the integration processes, there are still aspects that cannot be explained by any of the categories we coded. In this case, future reviews could broaden the reach of research studies with respect to regulatory aspects of these types of policies, the qualifications of educators who teach class under the optional class modality, the object of study of research conducted in parallel to the process of integration, and the evaluation procedure. The decision of only including studies written in English, Spanish, Portuguese, and Turkish, could have been as a limitation of the study, when considering the experiences in countries where another language is spoken.

## Appendix A

**Table 5** Summary of the search process in each database

Database	Search date	Search string	Search domains
Web of Science	17/04/2023	"Media literacy" OR "Media education" OR "Media and information literacy" OR Educommunication OR "Media Competenc*" AND Curricul*	Document type: Article, proceedings paper Publication year: 2013–2023 Subject area: Communication; education educational research; social sciences interdisciplinary; information science library; multidisciplinary sciences; humanities multidisciplinary Language: English, Spanish, Portuguese, Turkish
Scopus	17/04/2023	"Media literacy" OR "Media education" OR "Media and information literacy" OR Educommunication OR "Media Competenc*" AND Curricul*	Document types: Article, book, book chapter, conference paper Publication year: 2013–2023 Subject area: Social sciences, arts and humanities, computer science Language: English, Spanish, Portuguese, Turkish
ERIC (ProQuest)	19/04/2023	"Media literacy" OR "Media education" OR "Media and information literacy" OR Educommunication OR "Media Competenc*" AND Curricul*	Resource type: Scientific journals, presentations and proceedings, books Publication year: 2013–2023 Level of education: Secondary education, elementary education, high schools, middle schools, elementary secondary education, junior high schools, preschool education, primary education
Google Scholar	19/04/2023	"Media literacy" OR "Media education" OR "Media and information literacy" OR Educommunication OR "Media Competenc*" AND Curricul*	Dated between: 2013–2023 Language: English, Spanish, Portuguese, Turkish Without the words in the title: Teacher education, teacher training, higher education, university, college
Dialnet	20/04/2023	"Alfabetización Mediática" OR "Educación Mediática" OR "Competencia Mediática" OR Educomunicación AND Curricul*	Date range: 2013–2023 Type of document: Journal article, book article

## Appendix B

**Table 6** General overview of the main variables found in the analysis worksheet

Dimension	Category	Descriptor
Formulation	Origin of the proposal	Key factors that have promoted the integration processes are transcribed, with the page number in which they are found
	Key actors	The key actor is written verbatim (i.e., Civil society, ministry of education) under two closed categories: <i>political actors</i> and <i>social actors</i>
	Actions	The actions performed by the key actor are identified (verbs)
	Type of modality	Indicated with five closed categories: (1) optional class; (2) cross-cutting component; (3) associated to a specific class; (4) each state of region works on MIL; (5) principles or dimensions present in the curriculum but without explicitly mentioning or defining the concept
Evaluation and challenges	Resources created for its implementation	Copied verbatim (i.e., textbook, web, scientific journal). If not identified, “not available” is written
	System of evaluation of the integration process	The system utilized to evaluate the MIL integration process is written verbatim (procedures and parties responsible). If not identified, “not available” is written
	Challenges	Indicated verbatim under five closed categories: (1) <i>integration process</i> ; (2) <i>educators</i> ; (3) <i>approach and content</i> ; (4) <i>key actors</i> ; (5) <i>external factors</i>

**Author's contribution** Elizabeth-Guadalupe Rojas-Estrada: Conceptualization; Literature search and Data analysis; Writing-original draft; Writing-Reviewing and Editing. Rosa García-Ruiz: Literature search and Data analysis; Writing-Reviewing and Editing; Supervision. Ignacio Aguaded: Data analysis; Supervision, Writing-Reviewing and Editing. All the authors revised and approved the final version of the manuscript.

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**Data availability** The dataset generated during the current study is available in Figshare Repository. <https://doi.org/10.6084/m9.figshare.23614791>.

## Declarations

**Conflict of interest** The authors declare that they have no conflict of interest.

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# ANEXO 3

**Digital polis and citizenship:  
Towards the integration of media literacy  
in the Latin American curriculum**

# Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum

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## Abstract

This article analyzes the integration of Media and Information Literacy (MIL) within the curriculum, starting with the evolution of the terms media, literacy, and citizenship in 85 curricula implemented in 15 Latin American countries. In addition, the article examines the possibilities brought by this integration, according to the perspective of 49 experts. Although the need to broaden the concepts of literacy and citizenship to address media challenges is recognized, this expansion lacks the perspective of empowerment or a specific curricular space. Thus, the explicit integration of the MIL in Uruguay opens venues for this educational policy in the region.

## Introduction

The social movements that emerged or gained prominence in Latin America through social media platforms have demonstrated that it is viable to establish new structures and user profiles that promote emancipatory processes in the public digital sphere (Sierra, 2022). Therefore, it is imperative to recognize that the concept of citizenship has evolved alongside the emergence of virtually networked communities, described as the “digital polis” by Chung and King (2023). According to their perspective, this context offers opportunities for individuals to engage in discussions on issues pertinent to their lives, to organize themselves, and to actively participate in dynamics that bridge the digital sphere with the physical territory. In this context, Media and Information Literacy (MIL) is configured as a process that involves developing skills and behaviors enabling (future) digital citizens to navigate these new territories safely, responsibly, and ethically (Erdem et al., 2023).

The implications of building citizenship in this direction, according to Morduchowicz (2021), imply providing the students with the tools needed to gather information from different sources, understand the functioning of the media industry, comprehend the impact of their actions online, protecting their own privacy, collaborating in making decisions, and finding solutions that are beneficial to their community. In order to guarantee that each citizen benefits from this fundamental right, it is necessary for governments to prioritize the integration of MIL in educational systems (UNESCO, 2019). Thus, the

aim of this study is to analyze the use of "media", "literacy" and "citizenship" as key concepts in the curricula of compulsory education in Latin American countries, and to systematically show their prevalence and changes within the framework of curricular integration of MIL in the region. In this way, we seek to provide a general overview of the configuration of this type of education in curricular texts published in the last few decades, and the possibilities of inclusion detected by experts in this field.

## Overview of MIL

Around the world, countries have different approaches for integrating MIL. Countries such as Finland and Turkey have integrated MIL as an elective course, whereas in other countries like Slovakia and Ireland, it has been incorporated as a cross-curricular component, predominantly within subjects related to language, arts, and computer science (Rojas-Estrada et al., 2024). Meanwhile, in regions such as Asia (Kajimoto et al., 2020) and Africa (Cunliffe-Jones et al., 2021), MIL has not been explicitly integrated into the curriculum; however, learning outcomes aligned with its principles or dimensions have been identified across various subjects. Despite the opportunities offered by MIL, in Latin American countries there is a lack of political will to institutionalize MIL through systematic projects that seek its incorporation in the curriculum, and high levels of inequalities in terms of access and connectivity (Garro-Rojas, 2020).

Another challenge that is observed is related to the approaches adopted for the conceptualization of Information and Communication Technologies (ICT) in the education sector, which respond to long-standing imaginaries that have an influence on the perception of educators with regard to media and on decisions in the public sphere (Dussel & Trujillo, 2018). On one hand, there are those who view media technology as a constant threat to the teaching of values and "high-quality content". This perspective is in line with the "protectionist approach", which places emphasis on the regulation of media content to safeguard the audiences (Mateus et al., 2022). On the other hand, others view technology as a quasi-magical solution to address social issues and a crucial tool for shaping skilled individuals, a perspective associated with the "instrumental approach" that prioritizes skill development to overcome the demands from the labor market, as well as the acquisition of devices for the schools (Mateus et al., 2019). Additionally, Potter (2022) highlights the "empowerment approach", which conceives MIL as a sociocultural practice that seeks to grant individuals with an active role to interpellate the existing power structures within the media sphere.

Likewise, Levis (2022) believes that "apocalyptic" or "optimist" proclamations have contributed to the lack of clarity with which the MIL concept is integrated, especially with respect to what should be taught and how, within this label, exacerbated by the variety of existing proposals to designate this field in the

region. Despite the increasing acceptance of MIL because of its alignment with previously-developed projects, and the efforts led by UNESCO (Trejo, 2017), the notion of literacy has been historically associated with the ability to read and write printed texts (Claro et al., 2021). Thus, the incorporation of the dynamics inherent to the current digital society adds an additional level of complexity to the task of defining and characterizing citizenship, as well as its posterior translation to the curricular texts.

### **Curricular integration of MIL in Latin America: The expert's view**

According to Panda et al. (2022) it is necessary for MIL legislation to overcome formal discourses and promote a series of policies with actions that involve the collaboration of different interest groups. Among these actors, media education experts stand out, as their contributions are fundamental for configuring the processes of MIL integration, given that they encompass many factors, from the provision of substantive data to assess its state, to the implementation of large-scale projects (Rojas-Estrada et al., 2024).

In the case of Latin America, since the start of the century, different researchers have started a project that involved the creation of country reports and conducting surveys to better understand the perception of the experts with respect to the curricular inclusion of media (De-Fontcuberta, 2005). In this sense, the contributions from the 26 scholars surveyed revealed the importance of implementing curricular frameworks that integrate this subject from a critical perspective. Also, these experts highlighted, as the main challenges, the multiple notions utilized to designate this field of study, and the lack of teachers' training (Galvez, 2005).

On its part, the doctoral thesis by Durán (2016) examined the opinions of 44 experts from 12 Latin American countries. It revealed that the region lacks public entities committed to the active promotion of MIL. Also, it emphasized the contributions of civil society to counteract the lack of institutional support in this area, and pointed out that media education courses served as isolated initiatives. Nevertheless, an exploration has not been made into the possibilities of introducing MIL into the curriculum of compulsory education, or the identification of the actions needed to drive this process.

## **Methodology**

The present study is descriptive in nature, as its intention is to characterize a specific phenomenon, highlighting its most distinctive features (Cohen & Gómez, 2019). To achieve this, a corpus of analysis was compiled after the application of three inclusion criteria: 1) national compulsory education curricula; 2) published between 1990 and April 2023; 3) from any Latin American country, as long as it was

possible to compile the necessary material to conduct a comparative analysis. The documental search took place in June 2023, through an exploration of digital libraries and archives from the ministries of education of each country. It must be noted that many difficulties were experienced during this phase, which led to the exclusion of some countries due to incomplete material, the lack of access to digital versions of the curricula, or the lack of updated curricula. After this process, a sample of 85 documents was obtained, published in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Paraguay, Peru, Dominican Republic, Uruguay, and Venezuela.

The decision to study Latin American countries stems from their shared theoretical foundations in educommunication, influenced by academics such as Paulo Freire and Mario Kaplún, who emphasize education and communication as liberating tools that empower individuals to transform their social and political realities (De-Oliveira-Soares, 2020). With this broad perspective, the aim is to facilitate the identification of trends and approaches that promote more effective and inclusive educational policies in the region.

Following the protocol by Guix (2008), the article utilized content analysis as the methodology.

i. *Analysis.* The curricula were processed with the Atlas.ti software as primary documents, classified according to country and year of publication. During this phase, a coding system was developed to ease the identification and classification of the data. Likewise, three readings of the material were performed. The first was a familiarization reading; the second implied the search of a series of key terms to detect the specific content (e.g., "communication media", "technology", "information"); and the third consisted of the complete reading of the unit to detect implicit allusions.

ii. *Interpretation of the results.* Lastly, a descriptive analysis was performed with the results found, in which the prevalence and changes of the key concepts addressed were identified.

To enrich the analysis and provide additional contextual insights that may not have been captured in the initial analysis of the documents, a survey directed to media education experts was administered. It was composed of nine open-ended and mixed questions grouped into three dimensions (Table 1). This instrument was evaluated by 10 experts –from Chile, Colombia, Brazil, and Mexico–, through the adaptation of a questionnaire developed by Coll and Engel (2008) which assesses adequacy and pertinence. The application of Aiken's V (Penfield & Giacobbi, 2004) to these evaluations revealed a coefficient of 1, indicating a high level of agreement between these evaluators with respect to the suitability of the instrument.

**Table 1. Dimensions and questions of the survey**

Dimension	Research questions
Use of concept and type of citizen	P1. Considering the use of multiple concepts to designate the education/communication interface in Latin American countries (such as educommunication, media education, education in media), how would you define the concept of media and information literacy (MIL)? P2. In your opinion, what type of citizen is intended to be formed with MIL?
Presence of media in the compulsory education curriculum	P3. Under what approach or vision (protective, instrumental, critical, empowerment, or other) are media integrated into compulsory education in your country? P4. In the compulsory education of my country, media are considered as... a) Objects of study; b) Sources of information; c) Technologies; d) Didactic resources; e) Tools for communication-expression; e) Parallel school, f) Other
Possibilities and challenges of integration	P5. Do you believe it is necessary to integrate MIL into the school curriculum? Why? P6. Should it be taught as an independent subject, associated with a specific subject, as a cross-cutting component, or as an extracurricular activity? P7. In your opinion, at what educational level should MIL be integrated? P8. What do you consider to be the most significant challenges hindering the integration of MIL in compulsory education in your country? P9. If you had all the resources available to manage the integration of MIL into compulsory education in your country, what three actions would you start with?

The selection of participants was performed through intentional sampling, which included individuals affiliated to higher education institutions in Latin America, as well as the Red Interuniversitaria Euroamericana de Investigación en Competencias Mediáticas para la Ciudadanía (Alfamed Network), who were invited via email and social media platforms to complete the online survey. The instrument was available from 6 July to 21 August 2023 and resulted in the participation of 49 experts from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Mexico, Paraguay, Peru, and Venezuela. To analyze the answers, the dataset was downloaded from Google Forms and analyzed with Atlas.ti, through the creation of relevant categories and codes based on the previously-examined dimensions in the curricular texts (Table 1). This enabled the direct comparison of both datasets, the identification of patterns and trends, and a coherent interpretation of the qualitative perspectives obtained from the questionnaire, while also integrating quantitative analysis of the curriculum documents.

The graphics were processed with the Tableau software, and to ensure transparency, a document has been uploaded to Figshare (<https://figshare.com/s/6de3e3154dc2ab4275cc>) which contains supplementary material, including the sample, coding system, and data.

## Results

### **Type of citizen**

*1990-2009.* At the curricular level, the countries analyzed took on the task of facing the socioeconomic challenges inherent to globalization. During the initial decades analyzed, a predominant view was observed in the study plans with respect to the profile of the citizen that they intend to educate: individuals with the ability to adapt to the change in civilization and who have a feeling of "pride" towards their national identity, based on an ethical aspect. Nevertheless, the incorporation of subjects and axes focused on the field of informatics and technological education was noted, whose objectives included three competences fundamental for the development of (future) citizens: (1) mastery of ICT; (2) an understanding of how the ICT affect the social and economic sphere; and (3) the management of information through processors.

This inclusion was justified based on a series of effects associated with the transformation of the media ecosystem and the technological advances that continue to nourish the need to reform the curricula: (1) the existing tension between the local and global spheres; (2) the need to adapt the school content to the demands of the labor market to train workers qualified as technology users; and (3) the massive acceleration of information. Under this context, the connection between education and the ICT was delimited, since the former must provide the knowledge necessary to promote development, progress, and innovation.

*2010-2019.* A transition was observed starting in this decade, as most of the documents recognized that the society described had experienced alterations owing to specific phenomena, such as post-truth, disinformation, and cyberbullying, and the change in the role of students as active protagonists in digital culture (e.g., MEC, 2018). Therefore, aside from the technical use and efficient processing of the messages, the shaping of citizens included a new set of competences: (1) the critical analysis of the information received, focused on verifying its validity; (2) the creative generation of messages through virtual tools; and (3) the ethical use of the ICT.

*2020-2023.* After the COVID-19 pandemic, the social disruptions experienced were included as a stimulus for reconsidering the relationship between technologies and society. In this sense, it is

interesting that the curricular initiatives implemented in Colombia (MEN, 2022), El Salvador (MINED, 2022), Mexico (SEP, 2022), and Uruguay (ANEP, 2022) assumed that learners are subjects whose rights and obligations transcend towards digital environments. These documents have added the term "Digital citizenship" to emphasize the need to train individuals who are able to perform in a democratic society, making an effective use of the ICT and cultivating an ethical behavior in virtual environments.

Nevertheless, according to the perspective of the experts, MIL is a necessary education policy that in civil terms goes beyond political involvement, as it seeks to train critical, autonomous, and participative citizens, who aside from the instrumental sphere: (1) understand their role as consumers and participants in the socio-digital sphere; (2) act responsibly in their digital interactions; and (3) proactively adapt to technological changes. At the same time, two researchers considered it to be extremely important for citizens to adopt a role as an "agent of change" or "transforming entity", generating their own discourses in order to guide and favor the construction of the common good.

### **Reach of the literacy concept**

*1990-1999.* In this decade, the decrease in the illiteracy rate was positioned as one of the priorities in most of the programmes examined. Hence, the notion of literacy was mainly limited to the acquisition of reading and writing skills, with a focus on its effective application (functional literacy) and in its development through life (continuous literacy). However, to promote the utilitarian knowledge on the functions and limitations of technological advances, specific blocks and curricular areas were integrated under the titles of "Technological education", "Technology", or "Information and communication technologies". Following Albarello (2014), these types of decisions affected the interaction between the ICT and education, when restricting their reach to the use of software.

*2000-2009.* In this decade, the absence of the term literacy was observed in most of the documents, at the same time that education initiatives centered on "Written literacy" and "Scientific literacy" persist. Nevertheless, in Colombia, the designation of "Technological literacy" was introduced to describe the provision of tools destined to resolve social problems through the use of technology (MEN, 2008).

*2010-2019.* This period emerged as a stage in which the curricular texts began to broaden the reach of the concept of literacy towards emerging communication realities:

i. *Digital literacy.* In countries such as Argentina (ME, 2019), Chile (MINEDUC, 2019) and Costa Rica (MEP, 2015), the term was introduced to promote the development of computational thinking, the active participation in diverse virtual networks, and the ethical use of the media.

ii. *New Literacy*. The *Curricular Design Primary Level* (MINERD, 2016) from the Dominican Republic incorporated this umbrella term to encompass information, visual, and media literacy, as a response to the intersection between written and digital media.

iii. *Multi-literacies*. Brazil (MEC, 2018) and Uruguay (ANEP, 2016) adopted this movement, which emphasizes the need to evolve from printed or written media, and to promote mastery of the digital culture, different languages, and literacies.

In the remaining countries, specific areas and objectives were assigned to address the critical evaluation of the information, as well as the understanding of the social and ethical implications associated with use of digital media.

*2020-2023*. Among the curricular proposals published in this decade, the explicit incorporation of MIL in the curriculum of Uruguay, following the conceptual proposal by UNESCO, is underlined (ANEP, 2022). More specifically, it was integrated in the curricular unit of "Communication and society", which was taught in ninth grade and includes the promotion of communication and linguistic skills, with an emphasis in media education. On its part, the last proposal designed in Mexico mentioned "Digital literacy" to address the inequality at the level of digital skills among the students (SEP, 2022). In addition, the concept of "Digital culture" is introduced to emphasize the importance of teaching how to process content from a critical perspective. However, it is important to note that both concepts were not formulated as focal points or fields of training, which dilutes its presence.

Throughout the four decades analyzed, the curricular documents from El Salvador, Guatemala, Ecuador, Bolivia, and Venezuela did not contemplate the broadening of the literacy act beyond its association with reading and writing. Nevertheless, in the last programmes from El Salvador, the "Thematic axis: Communication media" was integrated into the areas of language, in order to understand the functions of the traditional and digital media (MEN, 2022).

In line with the perspectives of the experts, MIL is shaped as an "educational process", "a movement", or "a theoretical-methodological proposal", whose reach encompasses different aspects: (1) it empowers individuals to make fundamental decisions in a media environment that is becoming ever more so complex and diverse; and (2) it implies the development of personal and collective competences that seek to shape critical views and the creative production of contents in different languages and formats. Although most of the responses agree with the conceptual proposal from UNESCO, it is necessary to highlight that four Brazilian experts considered that it was more appropriate

to use the term "Educommunication", as they argued that this designation rose from the epistemological influence from the subcontinent, and reflects the social battles that occurred in the 1970s, as well as the initiatives implemented in popular sectors by prominent educommunicators such as Mario Kaplún.

To examine the changes and prevalence with respect to the reach of the literacy concept according to country, an interactive map has been created (Figure 1), which is housed in the following link: <https://view.genially.com/64e5d2e04b702e0012a6a6d5/interactive-image-mapa-del-alcance-del-concepto-de-alfabetizacion>

**Figure 1. Map of the prevalence and changes in the reach of the concept of literacy**



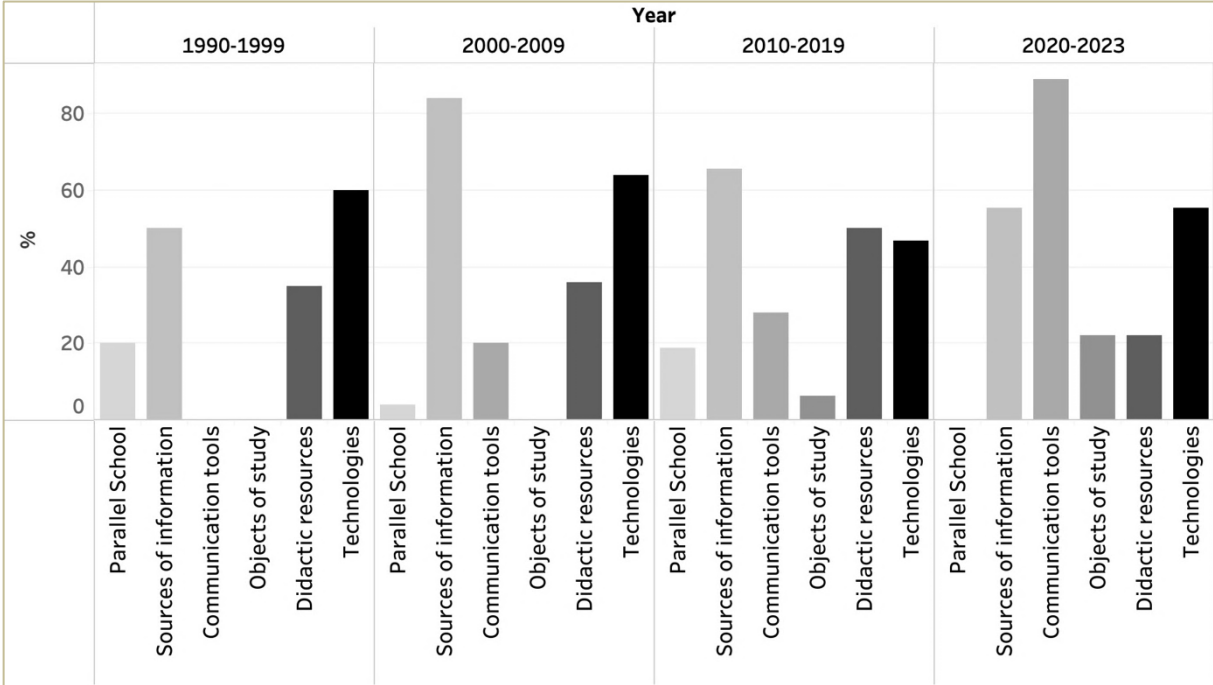
### **Contemplation of the media**

*1990-1999.* As shown in Figure 2, most of the curricula conceived communication media as technological devices, sources of information, and pedagogic tools. However, the protectionist approach adopted by the texts from Peru (MINEDU, 1999), Brazil (MEC, 1998), and Venezuela (ME, 1997) are of interest, as they contemplate media as: (1) producers of alienating contents; (2) responsible for the crisis related with values and the decrease in analytical skills; and (3) instruments of cultural appropriation.

2000-2019. In this period, a significant transition took place in this category. Together with the triad of technologies-sources of information-didactic resources, the media were given the role as communication tools and entities that bear an educational function, along with the Church and family. In parallel, the curricular texts from Brazil, Guatemala, Argentina, Colombia, and Costa Rica, began to consider other effects derived from the manners of socialization introduced by the ICT. Thus, they were re-interpreted as message mediums that construct representations of the world and specific social groups, such as natives and women. Likewise, their contribution to the strengthening of democratic processes was recognized (e.g., MEP, 2005).

2020-2023. In the last few years, the predominant concepts of the media have been centered on their function as tools that ease the act of communication in an effective and creative manner. Nevertheless, the curricular proposal from Mexico (SEP, 2022) stands out, as it understands the media as creators of aesthetic experiences and emotional experiences that can be linked to other knowledge.

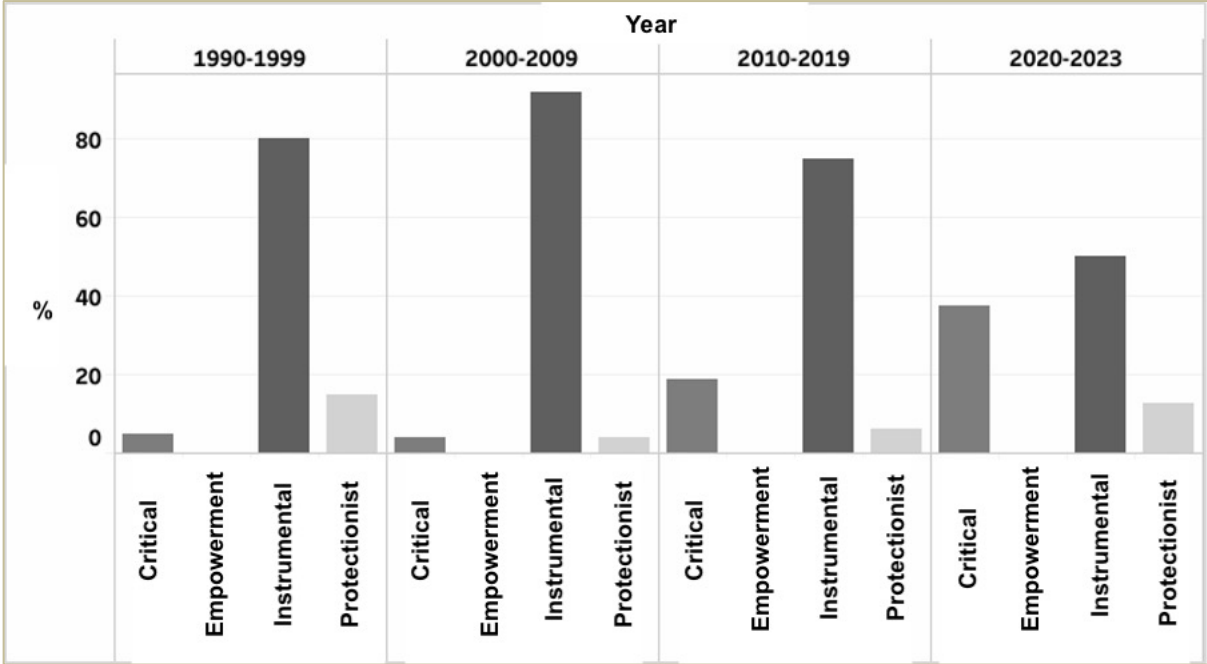
**Figure 2. Evolution of the use of the concept of media**



On the other hand, it was observed that in the last proposal from Mexico (SEP, 2022), Argentina (ME, 2019), Chile (MINEDUC, 2019), and Brazil (MEC, 2018), a displacement of the ICT concept was manifested towards a broader concept of "digital culture", which incorporates AI and algorithms. More specifically, it was found that Argentina, Uruguay, and Colombia had integrated the evaluation of its applications and functions in their objectives or curricular areas.

The evolution of the approaches utilized to conceive the media is shown in Figure 3. The instrumental approach that reduces ICT as devices is still present and has an effect on the projects identified, whose objectives are grouped into two categories: (1) the installation and improvement of technological infrastructure; and (2) the use of media as support for the teaching and learning process. Although its presence is less predominant as compared to other perspectives, the protectionist approach is still maintained, which tends to consider the media as possible negative influences for the values and psychological well-being of society (e.g., MINEDU, 2023).

**Figure 3. Evolution of the approaches used to conceive media**



Likewise, the growth of the critical approach is significant, which has allowed re-configuring the need to analyze the media content in the education sphere, encouraging their treatment as objects of study to inquire about what information is told and how this is done. However, this approach omits the reflections on property and the manners of financing of media industries. Likewise, the student’s ability to assume control of his or her media experience is ignored, one of the fundamental objectives of the empowerment approach, which was not present throughout the decades analyzed.

The experts coincided in that the most utilized perspective was the instrumental one, which represented 78.3% of the answers. In second place, we find the protectionist approach, with 10.20%, while the group of experts considered that media were also addressed from critical (8.4%) and empowerment (7.2%) approaches, although less frequently. Two of these experts indicated that these perspectives were more common at the level of university, especially in communication or journalism-related careers. In addition,

6.1% of the researchers indicated that the media were treated differentially in the curriculum, or manifested not knowing the answer.

With respect to the perception of communication media in the curricula, the scholars identified that these met many of the categories established, with the following underlined: sources of information (57.6%), didactic resources (42.2%), technologies and communication/expression tools (both mentioned by 39.4% of those surveyed). Nevertheless, four researchers from Peru, Costa Rica, and Argentina (12.4%) considered that the compulsory education curricula incorporated media as an object of study. In this context, a researcher underlined the importance of integrating, into teacher training programmes, content blocks destined to teach what is truly understood by this conception of the media, which should not be confused with "a simple exhibition of cinematographic productions or the reading of news in the classroom".

The analysis of curricular documents showed that learning about ICT was framed within an interdisciplinary process, which coincided with the experts' opinions, who considered that MIL should be taught as a cross-cutting subject (80.6%), followed by independent subject categories (14.2%), and as extracurricular activities (5.2%). However, most of the experts (90.9%) emphasized that independently of the type of integration adopted, the teaching of MIL must be conducted gradually in all levels of education.

### **Possibilities and challenges of integration**

Of the total, 40% of the curricular texts included challenges associated with the incorporation of media and technologies in compulsory education. In first place, these highlight the existing inequalities with respect to access to ICT and the services associated with the virtual world. In spite of this, the *Parámetros Curriculares Nacionales (National Curricular Parameters)* (1998) from Brazil, and the latest curricular proposal from Mexico (SEP, 2022) considered that the challenge lies in the scarce critical and procedural capacity of the students to adequately address the ICT. In second place, the texts recognized that the real difficulty of incorporating subjects related with emergent and socially-relevant themes reside in the risk of taking on dynamics that saturate the curriculum (e.g. MINEDUC, 2009).

In contrast to the documents analyzed, the specialists proposed three considerations: (1) the most significant challenge that hinders the integration of MIL is the lack of teacher training, as it limits the capacity of the education system to efficiently deal with the emerging challenges of the media panorama, and creates resistance by the educators against the use of media in pedagogic practice; (2) they highlight that both educators and education authorities show a lack of knowledge with respect to

the meaning and the implications of MIL; (3) they point out the resistance to change and the lack of legislative will to bring the education system up to date, situations that derive into the absence of public policies centered on media education, and the insufficient assignation of resources for research in the area. A female researcher believed that the main challenge was the lack of local entities and regional organizations that actively promote MIL, provide recommendations, and provide materials.

With respect to three high priority actions that the experts considered fundamental for the curricular integration of MIL in their country, the most mentioned were: (1) to establish a teacher's training programme on MIL, with workshops and resources adapted to the needs of educators in different levels of education; (2) to articulate study plans and public policies focused on creating an intersectorial structure that nourishes the integration of MIL; and (3) to improve the technological infrastructure, as well as the access to equipment, digital resources, and internet connectivity at schools.

## Conclusions

One of the main contributions of this study was the provision of a comprehensive view of the persistent factors and changes concerning the use of the concepts of media, literacy, and citizenship in the study plans of 15 Latin American countries, particularly in the context of curricular integration of MIL. Some findings are highlighted below.

i. *Contemplation of the media.* The extreme views related to the effects of the media on society contributed towards making its coherent and effective incorporation difficult in the curricular texts analyzed. Although the most recent proposals made an effort to overcome the protectionist approach, the absence of a discourse that encourage teachers to marginalize inoculating practices and logic remains. Along with this, in agreement with the analysis and proposals from the experts, an instrumental approach persists, which reduces the educational potential of the MIL, as it exclusively focuses on practical aspects.

On the other hand, the treatment received by AI and the algorithms in current curricular proposals is notable, which leans towards the understanding of their applications and functionalities, in detriment to its critical approach. This is similar to the treatment granted to traditional media and digital platforms in previous decades, and reflects the recurring pattern in which we find a tendency to introduce these new media as tools that have to be dominated, but not necessarily understood or questioned. Also, despite the advances made in the incorporation of specific media challenges in the curriculum, until the present, none of the initiatives address the creation of community media nor the emergent

phenomenon of the metaverse. The omission of these inclusions suggests that its ability to enrich the educational experiences and to promote a more participative and creative approach in the digital world are not fully contemplated.

ii. *Reach of the literacy concept.* Since the start of the second decade of the 21st century, the study plans have shown deeper understanding of literacy in the media context. Nevertheless, it is frequent for its expansion to be presented as an educational innovation or as a conceptual resource to justify curricular progress, without it translating into specific pedagogic practices or its integration as an articulating axis, education field, or class subject. Faced with this scenario, the pioneering action of including MIL in the curriculum of Uruguay opens opportunities for the other countries in the region to consider adopting similar approaches in their own education policies.

iii. *Type of citizen.* Despite the recent curricular proposals recognizing the broadening of the rights and obligations of citizens in the digital environment, it is important to highlight that this integration takes place from a limited perspective; this is especially the case if we consider that participation in the digital society encompasses a wider spectrum than simple political and civil behaviors. As Covi (2022) points out, this participation implies recognizing the “confrontation between citizens and technological power”, a fight to ensure the rights that demand a deep understanding of the structure of technological conglomerates, as well as the socioeconomic frameworks that underlie their functioning.

Faced with this scenario, the questions by David Buckingham become relevant: “Governments may claim to want active, participatory citizens, but do they really? To what extent is a broader conception of digital citizenship education likely to be implemented?” (Buckingham, 2023, p. 250). Although it is undeniable that authorities can show a certain reticence for actively supporting citizen participation and empowerment through MIL, it is also evident that the need to train informed and critical citizens is gaining recognition in the region.

In particular, the so-called media education specialists, considered by Friedman et al. (2021) as the most important link for integration processes, are found playing a significant role when shaping communities that promote the understanding of MIL. For this, in order to shift from rhetoric to action, and to turn the curricular contents analyzed into an important part of the culture that nourishes these plans, it is necessary to provide a space and to shift attention towards the experiences and initiatives conceived by the experts. In this sense, the 49 researchers consulted emphasized the potential of MIL to train digital citizens in their respective countries. To this respect, they advocate for a gradual and cross-cutting integration of these competences at all levels of education, a strategy that must be accompanied by political will, and reinforced through an intersectorial structure. In this way, the bedrock will be laid

for the foundations of education to move forward towards empowered citizens who are prepared to deal with the complexity of the technological era that is constantly evolving.

Lastly, the limitation of the study must be highlighted in terms of geographical representation, given the lack of access to more curricular materials. Also, it is important to point out the lack of a detailed analysis on the theoretical models utilized in the curricula to address the key concepts that were the object of study in the present research. In addition, a recommendation is given for future approaches to include the perspective of the experts with respect to the citizen initiatives and public policies that could contribute towards the incorporation of MIL in the education system, as well as key actors that work to achieve this objective.

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# ANEXO 4

**Perception of civil society  
on the curricular integration  
of media competence: Challenges  
and opportunities in Latin America**



# Perception of Civil Society on the Curricular Integration of Media Competence: Challenges and Opportunities in Latin America

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**Abstract** Media Competence (MC) enables citizens to efficiently utilize information and communication technologies, for both consuming and producing content, in order to participate in digital society in a responsible and reflective manner. Its integration in the curriculum requires inter-sectorial collaboration, which includes not only education authorities, but also key actors such as Civil Society Organizations (CSO). The present study examines the perception of CSO with regard to the integration of MC in the curriculum of basic education in Latin American countries. For this, a survey was designed that was stored in a digital platform. It was completed by 63 CSO from fourteen different countries. The main findings indicate that: a) the CSO recognize the importance of teaching MC and the associated challenges, such as the digital divide, the lack of political will, and the lack of understanding of the concept by the population in general; and b) they contribute through the creation of education resources and the teaching of classes for teachers and other vulnerable groups; however, it is crucial to strengthen the network of collaboration with other groups of interest, prioritize MC in their agendas, and ensure that CSO receive training in this area.

**Keywords** Media and information literacy · Media competence · Civil society · Latin America

## Introduction

Media and Information Literacy (MIL) is fundamental for understanding the role of the media in society, both traditional and digital, in order to promote the critical consumption and responsible production of information (Wuyckens et al., 2022). According to Qerimi et al. (2023), addressing this issue is crucial as it enables young people and children to assess the credibility of the information and content they interact with online, which is proliferating exponentially every day, and to protect themselves from risks such as cyberbullying and other emerging phenomena within the media ecosystem.

In addition, Morduchowicz (2022) highlights that MIL has the potential to teach them to use information and communication technologies to tell their own stories and share their perspectives. In particular, marginal communities, or those who have been traditionally silenced, can find a powerful tool in this type of education to make their voices heard, and to have an influence on public discourse. Therefore, Mateus (2021) argues that integrating MIL in education systems provides students with skills for personal and professional development, fostering an aware, resilient, and participative society.

In this context, Media Competence (MC) refers to a set of specific skills and knowledge that people develop as a result of MIL, such as the ability to utilize various communication platforms and understand their socioeconomic impact, the competence to create and distribute messages across different formats and channels, and the critical analysis of how media messages reflect and construct ideologies (Trültzsch-Wijnen, 2020). A set of MIL education policies includes adding MC in the school curriculum, and the training of teachers so that they can teach it, by providing resources (King, 2023). These policies also

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seek to guarantee the equal access to technology and information through initiatives to reduce the digital divide, ensuring that all communities have internet access and technological devices, through technological infrastructure at public schools and libraries (Daskal, 2021). For Grizzle et al. (2013), the formulation of policies in this area requires a comprehensive approach that considers a broad spectrum of actors working in a network. In this sense, not only do teachers play a crucial role, but so do education authorities, academia, and Civil Society Organizations (CSO), whose collaboration guarantees a sustainable implementation, as each of them performs a fundamental function (Rojas-Estrada et al., 2024): a) the authorities and policy makers are responsible for creating regulatory frameworks and assigning the necessary resources; b) academics contribute with innovative research and pedagogic methods; c) media and the private sector can provide educational content and promoting the responsible consumption of media, and d) the CSO offer training programs, educational resources, and technical support.

Thus, the aim of the present study is to examine the perception of people working within CSO on the integration of MC in the curriculum of basic education (early, primary, and secondary school) in Latin American countries, encompassing three main areas: a) reach and content, b) key actors and relevant actions, c) opportunities and challenges. The objective is to make visible the role of entities in the promotion of media education, identifying possible areas of collaboration that can guide more efficient education policies and programs that are adapted to the needs of society, in terms of media and information.

### Civil Organizations as a Key Piece in the Promotion of MIL

According to Johansson and Uhlin (2020), CSO are defined as non-governmental and non-profit organizations that operate to promote social well-being, defend human rights, promote social change, or perform beneficial activities, among other objectives. In the area of the promotion of MIL, these entities tend to play a significant role, not only when complementing governmental actions, but also when offering a series of advantages for the promotion of this type of education, which include a variety of approaches, a close proximity to the community, ability to innovate, mobilization of resources, and the promotion of citizen participation (Frau-Meigs & Torrent, 2009). On its part, the *Paris Declaration on Media and Information Literacy in the Digital Age* of the UNESCO (2014) underlines the importance of the CSO and their crucial role as “bridges” between diverse actors, aside from highlighting their ability to reach disadvantaged groups and provide continuous support throughout life.

In this context, the study by Kanižaj (2017), which is centered on examining the role of CSO in the promotion of MIL in the European Union, highlights Croatia as a notable example. In this country, the “Društvo za komunikacijsku i medijsku kulturu” (Society for Communication and Media Culture) and the project “Djeca Medija” (Children of media) have incorporated essential elements in their work plans, such as active volunteering, awareness in the scientific community, the collaboration with other organizations as a prerequisite for conducting research, and the mobilization of grassroots support, aside from actions of political influence to promote media education.

In the USA, entities such as the “Center for Media Literacy” (CML), “National Association for Media Literacy Education” (NAMLE), and “Media Literacy Now” collaborate closely with educational and governmental entities to develop and promote MIL resources (Herdzina & Lauricella, 2020). In Canada, since 1996, “MediaSmarts” has contributed significantly to media education, focusing on education, public awareness, and research and policy, facilitating collaborations and promoting policies to improve public access to media information (Kirkland, 2021). In Turkey, the RTUK, responsible for telecommunications, suggested the integration of MIL in the curriculum of the platform “Stop the Violence,” involving public companies, CSO, and universities. Asrak-Hasdemir (2016) is the first step that mobilized the collaboration between academia, the government, and the CSO with respect to this subject, defining Turkey as a pioneering case in this educational policy.

At the regional level, institutions such as the “Media Literacy for Citizenship” (EAVI) which operates in European Union countries (Celot, 2020) or the “Euro-American Inter-university Research Network on Media Skills for Citizens—Alfamed Network” (Alfamed, 2024), are networks of professionals, academics, and CSO representatives dedicated to the promotion of MIL. The main aims of these types of organizations are to promote research, facilitate cooperation, and promote the exchange of good practices in media education.

In the specific context of Latin America, according to Nelson-Mármol (2010), one of the pioneer organizations in the work related with the appropriation of ICT in education processes has been the “Asociación Católica Mundial para la Comunicación” (SIGNIS World Catholic Association for Communication), through their work network on educommunication. Also, in agreement to Garro-Rojas (2020), in most of the countries in the region, progress in the area of the MIL has been mainly promoted by the actions performed by these entities. In this sense, a research study conducted by Pegurer-Caprino et al. (2016) in Brazil, centered on the analysis of the objectives of diverse MIL-related initiatives promoted by CSO, underlines the

importance of considering the accumulated experiences of these entities, which go beyond the formal education setting, to guide the formulation and implementation of policies on this topic. Therefore, the present study seeks to discover the perspective of CSO representatives regarding the curricular integration of MC, which would allow for the formulation of more inclusive and effective education policies.

## Method

To examine the perception of people working within CSO regarding the integration of MC in basic education, the authors designed a survey composed of eleven questions, categorized into three dimensions (Table 1): a) *Reach and contents*, focused on determining the opinions of the CSO on teaching these types of competences; b) *Activities and key actors*, destined to the identification of other essential actors and the activities performed that are related to this topic; and c) *Challenges and opportunities*. According to Chowdhury et al. (2022), this data collection method enables systematic and standardized gathering of opinions. It was chosen because it facilitates the distribution of the questionnaire among CSO representatives and provides participants with the flexibility to respond at their convenience.

This instrument was hosted in an online platform, which also described the aim of the research, together with additional material that provided an explanation on the dimensions of MC and the importance of the participation of CSO representatives in the study. Also, a declaration of privacy was included to guarantee the confidentiality of the data provided by the participants and their consent for being cited in the results. Below, we provide the link to the survey: [competenciamediatica.wixsite.com/encuesta](https://competenciamediatica.wixsite.com/encuesta)

The questionnaire was evaluated by six experts from diverse countries (Spain, Bolivia, Venezuela, Mexico, Ecuador, and Brazil), to verify its suitability and the pertinence of the questions and the designed platform. As Table 2 shows, Aiken's V was used (Penfield & Giacobbi, 2004) to analyze the expert's evaluations, with a coefficient of 0.90 obtained. This result indicated the need to pay attention to specific items, which were modified according to the recommendations by the experts, aside from the inclusion of an additional question in the survey.

The sample was selected intentionally, through a process that included a search in Google, using a query composed of three factors and Boolean operators: "civil organization" AND keywords related to the topic (i.e., "communication media," "technologies," "digital rights," "digital citizenship," "digital context") AND the name of the Latin American country, according to the list of countries that are members of "The Community of Latin

American and Caribbean States" (CELAC), where Spanish or Portuguese is spoken. Also, searches were performed in government directories, such as the federal registry of CSO in Mexico (Gobierno de México, 2021), to identify entities according to the following inclusion criteria: a) civil associations or active foundations, focused on education, social development, human rights, and/or culture/art; b) whose objectives or projects are related with the use of ICT as educational tools, the defense and promotion of the liberty of expression, the promotion of digital empowerment, the protection of digital rights, and/or the promotion of digital citizenship; c) with headquarters in any of the countries included in the study.

Afterward, a database was created of the 209 CSO that were contacted via email and social networks, to invite them to participate in the survey during the period from February 21 to April 21, 2024. During this period, 63 CSO representatives from fourteen different countries completed the survey, representing a response rate of 30.14%. This net response rate falls within the ranges observed in studies on CSO identified in the book by Johansson and Meeuwisse (2024). These were distributed in the following manner: Argentina (8), Bolivia (2), Brazil (4), Chile (9), Colombia (7), Costa Rica (1), Ecuador (7), El Salvador (1), Guatemala (1), Mexico (12), Nicaragua (1), Panama (3), Peru (3), and Venezuela (1), and three organizations that considered their reach to be Latin American, although they did not specify any country as their headquarters.

According to the information provided on their official websites, 51 of these organizations are identified as statutory non-profit entities, created by groups of citizens and funded by international organizations, public funds, or donations. The remaining organizations, while also non-commercial, adopt diverse structures, including 5 foundations (3 corporate and 2 civic) with governing boards, 4 independent collectives bringing together professionals and/or community members who are volunteers, 1 personal project (a platform led by a citizen), 1 community forum operating as a collective event, and 1 media observatory described as an agency affiliated with the government. Also, it is important to highlight that 57.1% of those surveyed were part of the CSO management team (CEO, director/general manager, etc.), while the remaining 42.9% were part of middle management (department heads, team leaders, etc.).

## Results

### Perspectives of CSO Representatives About the Understanding of the MC Concept and its Reach

According to the answers provided by the participants, three reasons stood out that underlined the importance of

**Table 1** Dimensions and survey questions. *Source:* Created by authors

Dimension	Research questions
1 Reach and contents	<p>Q1. From your organization's perspective, what is the importance of students acquiring MC as part of their education?</p> <p>Q2. According to the experience and approach of your organization, do you consider it necessary to integrate MC into the basic education curriculum? Why?</p> <p>Q3. Considering the experience and approach of your organization, what specific skills and knowledge do you consider essential for basic education students to acquire in the field of MC?</p>
2 Activities and key actors	<p>Q4. Has your organization implemented specific research, campaigns or programs to strengthen some dimension of MC in its audiences or target groups?</p> <p>If yes, please provide a brief description of the objectives set in the initiatives implemented during the last three years and the most significant results</p> <p>Q5. Has your organization developed educational materials or resources to support the integration of any dimension of MC in the last three years?</p> <p>If yes, please describe the title, objective and intended audience</p> <p>Q6. In the last three years, has your organization collaborated with government entities or other relevant actors (civil organizations, local media, etc.) to promote the integration of MC, its principles or any of its dimensions in the field of education?</p> <p>If yes, please provide a brief description of these actions and mention the key actors with whom you have collaborated</p> <p>Q7. In the last three years, has your organization issued recommendations to promote the integration of MC, its principles or any of its dimensions in the educational context?</p> <p>If yes, please provide a brief description of this documentation</p>
3 Challenges and opportunities	<p>Q8. From the point of view of your organization, what do you consider to be the main challenges regarding the integration of MC in basic education in your country? Please list and describe these challenges</p> <p>Q9. Considering your organization's approach, what actions can you take to contribute to the effective integration of media literacy in basic education?</p> <p>(a) Offer training programs for teachers on MC</p> <p>(b) Develop educational materials and teaching resources that integrate MC into the school curriculum</p> <p>(c) Provide access to digital technologies and tools that facilitate the teaching of MC</p> <p>(d) Establish alliances with experts in the field of communication and media to offer talks and conferences in schools</p> <p>(e) Support the creation of projects and extracurricular activities that encourage the development of MC among students</p> <p>(f) Fund research and pilot projects that evaluate the effectiveness of different approaches to teaching MIL in basic education</p> <p>(g) Other</p> <p>Q10. From your organization's perspective, name three key actions you could take to drive the integration of MC into the basic education curriculum</p> <p>Q11. What opportunities do you identify to establish links between your organization and other key actors (higher education institutions, schools, civil society, state entities, etc.) in the promotion of MC?</p>

students developing MC during their period of education. In first place, in a global context characterized by a growing interconnection and the omnipresence of screens, these competences become indispensable for individuals to be able to effectively navigate and participate in a digital environment. In second place, their acquisition allows students to guarantee their online well-being. In third place, their fundamental role in guaranteeing equal access to the opportunities offered by the digital sphere for all students, independently of their origin was recognized. Although to a

lesser degree, an emphasis was made of the importance of this knowledge for the full exercise of their rights to information and the liberty of expression, especially in contexts where censorship and violence against journalists are ever-present worries. In addition, an organization in Colombia highlighted the importance of teaching students about the "creation of informational or recreational content under quality and responsible standards." Thus, the dual role of citizens as consumers and producers of information is recognized.

**Table 2** Aiken's V validity coefficient. *Source:* Created by authors

ITEM	CRITERION: A: questions-recipients correspondence B: options-questions correspondence	EXP 1	EXP 2	EXP 3	EXP 4	EXP 5	EXP 6	EXPERTS	AIKEN's V
Item 1	Adequacy A	4	4	4	4	4	3	23/24	0.94
	Pertinence	4	4	4	4	4	4	24/24	1
Item 2	Adequacy A	4	4	4	4	3	2	<b>21/24</b>	<b>0.83</b>
	Pertinence	4	4	4	4	3	4	23/24	0.94
Item 3	Adequacy A	2	3	4	4	3	4	<b>20/24</b>	<b>0.78</b>
	Pertinence	3	4	4	4	3	4	22/24	0.89
Item 4	Adequacy A	4	4	4	3	3	4	22/24	0.89
	Pertinence	4	4	4	4	3	4	23/24	0.94
Item 5	Adequacy A	4	4	4	4	3	3	22/24	0.89
	Pertinence	4	2	4	4	3	4	<b>21/24</b>	<b>0.83</b>
Item 6	Adequacy A	4	3	4	4	3	4	22/24	0.89
	Pertinence	4	4	4	4	3	4	23/24	0.94
Item 7	Adequacy A	2	4	4	4	3	4	<b>21/24</b>	<b>0.83</b>
	Pertinence	4	4	4	4	3	4	23/24	0.94
Item 8	Adequacy A	4	4	4	4	3	4	23/24	0.93
	Adequacy B	4	4	4	4	3	4	23/24	0.94
Item 9	Adequacy A	4	4	4	4	3	4	23/24	0.94
	Pertinence	4	4	4	4	3	4	23/24	0.94
Item 10	Adequacy A	1	4	4	4	3	4	<b>20/24</b>	<b>0.78</b>
	Pertinence	1	4	4	4	3	4	<b>20/24</b>	<b>0.78</b>
AIKEN's V mean:		73/84	80/84	84/84	83/84	65/84	80/84	465/504	<b>0.90</b>

Likewise, they justify the curricular integration of MC in order to teach children and youth analysis strategies that allow them to discern between trustworthy sources and fake news. They also argued for the need for students to acquire knowledge about their rights in the digital space and to learn effective ways to protect their privacy. Other participants, from organizations focused on fighting against digital violence against women, considered that MC can be used to teach concepts related with this type of violence, the keys and mechanisms that protect victims, and the ways to prevent it: "In Mexico, children should grow up with an understanding of the legal reforms that penalize the unauthorized sharing of intimate content in digital spaces."

On the other hand, the participants consider it essential for students, aside from developing the ability to analyze information critically, to acquire the following competences: a) to behave with integrity and in a respectful manner in digital spaces, particularly in social networks; and b) to efficiently utilize devices and technologies. Additionally, to a lesser degree, an emphasis was made on the importance of becoming aware of the underlying interests of the media, and to understand the emotional

connection established with them. In particular, for the representative of "Fundación Más por TIC" (Colombia), it is crucial for the youth to recognize how communication media can become powerful tools for promoting social change and to promote fundamental values in the community. On the other hand, for the representative of "A mí no me la hacen" (Perú), it is considered imperative to disseminate the idea that the integration of MC in basic education must not only address technical skills, but also must also promote a more informed and critical digital citizenry.

The member of Internet Society Panamá" (ISOC Panama), in particular, states that this integration must start at early ages to maximize its effectiveness and relevance in the development of citizens. The representative of "Ratona de TV" (Mexico) agrees, pointing out that "even before becoming students, children become media audiences." However, a participant from Ecuador believes that addressing these topics in early education could be premature due to the characteristics of the cognitive and emotional development of children at that age. Thus, he

suggests that primary education would be the most adequate stage for introducing these concepts.

A striking aspect is that eight representatives indicated not knowing about the reach of MC or that it encompassed diverse dimensions. Three mentioned not being aware that their actions were aligned to the principles related to the topic, but they instead identified them with “digital competence” or “digital education”: Also, two of them indicated that they did not know the term: “This is the first time I have heard the concept of MIL. In our context, we have primarily focused on digital education, as it has been the predominant topic in discussion forums and legislative documents in our country.” According to Neag et al. (2022), the popularization of the term MIL and its competences implies a continuous effort of public awareness and education about their importance and benefits, for both educators and society in general, a task that in many cases is not considered a priority by the political sphere or the organizations in charge of guaranteeing access to quality education. Thus, it would be advantageous for CSO to become familiar with the opportunities that MIL can provide for their strategic plans, activities, and target audiences.

### Activities and Key Actors Identified by the CSO Representatives Within the Framework of Integration of MIL

#### *Programs and Projects*

Of the 63 organizations examined, only 33 (52.38%) have developed activities that are specifically directed to schools, teachers, or school groups. These programs and projects have been mainly organized into three categories:

- (a) *Organizations with programs or projects of technological training and robotics* In this area initiatives such as the project SPORTIC stand out, sponsored by the “Fundacion SES” (Argentina), which seeks to decrease gender inequalities and improve access to technologies as well as sports. Also, organizations such as “Fundación más Tecnología” in Chile, together with the “Fundación para la Reducción de la Brecha Digital” (Ecuador), offer advice and workshops to promote the learning of robotics at schools. Likewise, projects such as those by the “Fundación Más por TIC” (Colombia), which provide camps about innovation and technology for the youth in rural areas, are framed within this category.
- (b) *Organizations with programs or projects destined to address disinformation and digital safety.* In this classification, initiatives such as the curriculum “Digimente” stand out, promoted by “Movilizadorio,” which is designed to train teachers in Latin America on how to address disinformation. At the same time, organizations such as “Chicos.net” (Argentina), or “TICMAS” (Ecuador), offer projects related with digital citizenship, cyberbullying, and grooming. “Casa Hacker” and “Fundacion Datos Protegidos” in Chile provide training on digital security for educators, promoting a healthy relationship with technology.
- (c) *Organizations with programs that explicitly address MIL.* In this classification, we detected three programs that offer courses for teachers in this area: AMI para tod@as”, from “Rueditas Digitales” (Mexico), specifically designed for upper secondary education teachers; the program “Alfabetizad@s,” a collaboration between “Wikimedia” and “Faro Digital” (Argentina), which offers a training plan directed to teachers at all levels of education who are interested in strengthening their MIL competences; and “AMI Academy” by “A mi no me la hacen” (Peru). Also, we find “ABPEducom” in Brazil, which includes special projects such as meetings with researchers who work on educommunication topics and the organization of events such as “MIL Week” in the country, an initiative promoted by the UNESCO that is celebrated annually.

Different groups of organizations were identified, which, although they have other target audiences, they have programs and projects related with the development of MIL, which have been classified into the following groups:

- (a) *Organizations dedicated to the education, protection, and involvement of women in technology,* which include, for example, “Mujeres TICs” in Guatemala, “Women of Security” in Panama, and “Mentoralia” in Mexico, with its project “Technovation Girls.”
- (b) *Organizations focused on fighting against gender violence in digital platforms or promoting more diverse representations in the media,* for example, “Comunicar Igualdad” in Argentina and “Chicas Poderosas” in Mexico.
- (c) *Organizations dedicated to the defense of human rights in digital settings and data safety,* which include, for example, “Youth IGF Ecuador,” “Data-lat” in Ecuador and “Hiperderecho” in Peru. These organizations develop projects to promote transparency in public information and electoral processes. Additionally, “Social TIC” (México) organizes workshops to train info-activists, underlining the importance of strengthening these key

actors in defense of digital rights and the promotion of informed citizens.

- (d) *Organizations dedicated to the creation of audiovisual material or contents to promote the democratization of communication and the culture of peace*, for example, the “Grupo Comunicarte,” backed by Signis, which uses methodologies such as participative videos, and “La Otra Juventud,” which also operates in Colombia.

To optimize the viewing of the CSO classified according to projects and programs, an interactive map has been developed to facilitate a more comprehensive understanding of their distribution. This resource is available in the following link: [bit.ly/4c6MTWd](https://bit.ly/4c6MTWd)

### *Campaigns, Research, and Recommendations*

Many organizations implement initiatives through media and social networks, especially focusing on digital risks, such as the impact on health and the proliferation of fake news. For example, the aim of the Campaign “Internet segura para Jóvenes” from “ISOC Panama”, is to raise awareness and train youth about the danger of the Internet, promoting responsible and beneficial digital practices. Similarly, the Campaign “Vera,” promoted by the “Asociación Nacional de Medios de Comunicación” in Colombia, focuses on identifying and countering fake news. Other initiatives, such as “#ElpornoNoeduca” from the Faro Digital in Argentina, and “copiar-pegar: el pasaje hacia la ciudadanía digital,” invite encourage reflection on device use and promote critical awareness. Nevertheless, the Campaign “Educación Digital Crítica para Todos,” promoted by “JAAKLAC” stands out, as it seeks to raise awareness and promote conversations with respect to the rights to quality education in the digital era. Also, this initiative explicitly mentions media education, and is focused on learning not only “with” technologies, but also “about” them. It also maintains a close relationship with Latin American activists and youth.

The participation of the organizations in MIL principles-centered research. However, for eleven of them, this area of action is considered as one of the main ones, or is found among their priority activities. The role played by “A mí no me la hacen” (Perú) stands out, as it has acted as a consultant for the “International Programme for the Development of Communication” (IPDC) of the UNESCO, contributing to the development of research in this area. Also, “Faro Digital” (Argentina) conducted an exploratory study with the Secretaría Nacional de Infancia, Adolescencia y Familias (SENAF), as part of the program “Clic derechos,” focused on the knowledge and perceptions of adolescents about grooming. Organizations like

“Fundación País Digital” (Chile), which conducted the study “Futuro de la Educación en Chile: Innovación, tecnología y habilidades del siglo XXI”, supported by the UNESCO. “REImagina” (Chile), establishes alliances with specialized centers to conducted research and share findings, informing local and global debates.

On the other hand, 93% of the participants affirm that their organizations have not provided recommendations for promoting the integration of MC, its principles, or any of its dimensions in the area of education. However, many of these organizations highlight the importance of this measure, arguing that it is fundamental for involving the political sphere, the communication media, and companies, in the adoption of specific measures in this regard, as well as to bring to light certain phenomena. For example, the member of “Fundación Datos Protegidos” de Chile underlined that in 2021, more than 60 organizations signed an open letter directed to *Facebook* and *Google*, which urged these platforms to assume responsibility as two of the most influential actors in online political campaigns, to promote a greater transparency in electoral propaganda, in order to empower users and voters (Privacy International, 2021).

### *Education Resources and Key Actors*

In total, 63.4% of the participants mentioned that in the last three years, their organizations performed or promoted MIL-related resources MIL for teachers. Among the most important resources provided by the CSO, we find:

- (a) *Teaching guides, manuals, and curricula*: “Civix Colombia” has developed the curriculum “Doble Click” with the financial support of the European Union, a training proposal directed to both students and teachers that is composed of 23 lessons distributed in seven modules, complemented with an internet platform that offers resources, podcasts, and gamification tools (Doble Click, 2024). Similarly, “Faro Digital” (Argentina) has developed a guide about media education, entitled *Crítica* (2020) which includes activities designed for addressing disinformation and other related topics, specifically directed to secondary education professors.
- a. On the other hand, “ISOC Panama” has created the guide “¡Ciberseguridad: tu reto diario!” (Cybersecurity: your daily challenge!), which addresses essential topics of cybersecurity, and is designed for students and teachers in basic and secondary education. In the Chilean context, “Ideodigital” provides training proposals for teaching programming, from 7th grade to 12th grade (4<sup>to</sup> medio in Chile), in line with the

curriculum in the area of technology. Likewise, the initiative “Digimente” offers educators support to be able to adapt their training programs on disinformation and media education, facilitating the effective implementation of these contents in the education setting.

- (b) *Educational content*: “ISOC Panamá” has produced diverse infographs directed to students in different stages of education, such as the Infografía código de convivencia digital para escolares” and the “Buenos hábitos de convivencia digital para jóvenes”, which offer guidance on the responsible use of internet outside a school setting. Likewise, “Ideodigital” (Chile) has created two comic books starring Aida, a purple octopus, who seek to educate and raise awareness about the importance of maintaining a healthy balance in their interaction with technology.
- (c) *Videogames*: As for interactive resources, the creation of the videogame “INFODEMIC”, created by “A mi no me la hacen” (Peru) stands out. It allows participants to assume the role of journalists, who must make decisions on how to address diverse events in the community, in order to generate debate about MIL in classrooms. On its part, “INOMA” (Mexico) has developed a series of videogames designed to promote creative skills through art and creative writing, which are accompanied by pedagogic guides that help teachers to integrate these resources in the education process, and has also created “Tak-USB,” a USB pen drive that contains the videogames developed, ensuring access to them without the need of an Internet connection.
- (d) *Blogs and articles*: Twelve organizations have pointed out to the presence of blogs where they share relevant content on topics related with MIL or the writing of contents in platforms such as LinkedIn. Among the articles highlighted, we find “Sephora Kids: ¿menores de 15 usando cremas antiedad?” (Sephora Kids: children under 15 using anti-aging creams?), published by “Rueditas Digitales” (2024), which critically examines the impact of media on their perception of self and the self-esteem of those younger than 15, also exploring their influence in social and cultural aspects.
- (e) *Platforms with resources*: The platform “Chicos.net” has teaching cards destined to teachers on many topics such as digital citizenship, artificial intelligence, and digital well-being. “REImagina” (Chile) highlights the platform “Aprendo en Casa”, which has more than 700 resources on digital education. On its part, the “Centro de Inovação para a Educação Brasileira” (Innovation Center for Brazilian

Education) makes available the platform “EduTec,” which has a broad range of digital education solutions, organized with filters to ease their access to education managers.

- (f) *Videos and Podcasts*: Also, CSO have ventured into the production of podcasts and magazines, which are available for perusal by teachers. For example, “Wikimedia Argentina” has launched a cycle of interviews centering on human rights on the Internet. Also, the creation of material for dissemination in social networks stands out, which include both images and videos.

In total, 96.8% of the respondents reported having collaborations with other key actors. These collaborations have materialized as projects with other local and international CSO, and in some cases, have expanded to alliances with other chapters of the same organization in different countries. In second place, the collaboration with local governmental entities is underlined, as they contribute to the creation of education materials, facilitating the teaching of courses related with the topic. For example, the organization “Robotix Fundación” (Mexico) mentions that during the COVID-19 pandemic, the state bodies asked for their support in making a broadcasted program in “Aprende en Casa” at the national level, in collaboration with the “Fundación LEGO” and the “Fundación Politécnico”. Likewise, they have associated with national university academics for the development and counseling on the creation of materials, and it is also mentioned that representatives of the CSO have been invited to give conferences in academic forums or spaces at universities. Seven of them indicate having collaborated with organizations associated with the media industry, such as the “Fundación Telefónica” or the “DW Akademie”.

### **Opportunities and Challenges Recognized by CSO Representatives for Integrating MC in the Educational Setting**

For the participants, the main challenges related with the integration of MC in the education system of their respective countries are:

- (a) The need to popularize the concept of MIL, in order to raise awareness in diverse actors about its importance and reach.
- (b) The establishment of solid institutional alliances that support long-term campaigns in the area of media education, thus facilitating a greater coordination and efficacy in the actions taken.
- (c) The urgency in achieving that all the interested parties, especially the political sphere, understand and prioritize the importance of including the

teaching of these competences in the education curriculum, recognizing their relevance in the current context.

- (d) The insufficient provision of tools and resources for teachers.
- (e) The digital divide, which is manifested in the unequal access to technology and the low internet connectivity at schools.
- (f) The lack of updated curricula, which impedes the adequate incorporation of contents and approaches related with MC in the existing study plans, which makes its effective integration in the education system difficult.

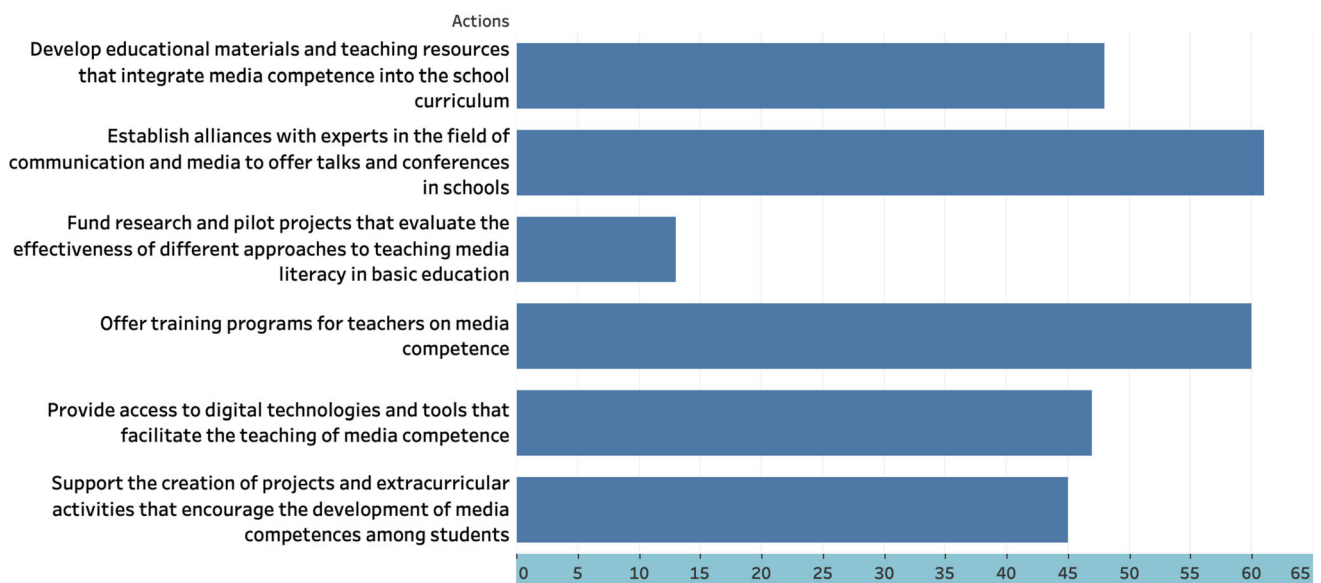
To a lesser degree, they mentioned the working conditions of teachers, such as low salaries, the saturation of the curriculum, and the scarce participation of the parents or caregivers in the education process. Also, two respondents highlight the importance of recognizing that the development of MC is important not only in the formal education setting, but the informal one as well. From the perspective of one of them, this understanding “will facilitate its adaptation to other contexts, as children are not only students, but sons and daughters as well.”

With respect to the question about the actions that could facilitate the effective integration of MC in basic education, as shown in Fig. 1, two measures stand out among the participants. In first place (96.8%), the importance of establishing strategic alliances with experts in the media education field is underlined, with the purpose of offering talks and activities at schools. In second place (95.2%), an emphasis is found in the need to implement training programs for teachers, to train them on the design and

implementation of pedagogic strategies that effectively integrate MC. In addition, a suggestion is made for the development of education materials and resources that are specifically designed to address aspects related with MC (76.2%), as well as the technological provision of schools to facilitate access to digital tools (74.6%).

Likewise, the creation of extracurricular projects is important, as they can foment the development of media skills among students outside of the classroom (71.4%). Lastly, some respondents raise the need to fund research and pilot projects that allow for the assessment of the effectiveness of the strategies implemented in the area of MC (20.6%). However, it is recognized that this option can be limited due to the search for funding by the organizations, which are on many occasions dependent on resources provided by international and governmental entities. Also, the representative of “A mí no me la hacen” (Peru) suggests starting awareness campaigns to promote the integration of MC in the education context.

With respect to three key actions to drive the integration of MC in the curriculum of basic education, the following priority options stand out: a) Establish international and inter-institutional alliances to support its insertion; b) Implement training programs for teachers, centered on the development of MC; c) Contribute toward the advancement of research to guide the formulation of a curriculum in this area. Additionally, the participants identify opportunities to establish links with key actors in the promotion of MC: a) collaborate with school, especially for piloting materials created; b) work together with state entities to have an influence on the development of public policies on media education and cybersecurity; c) partnering with



**Fig. 1** Actions for contributing toward the curricular integration of MC. *Source:* Created by authors

media to promote an ethical and responsible coverage of MC issues; and e) involve companies in the promotion of MC through initiatives of corporate social responsibility (CSR) and educational sponsorship. Also, the importance of taking advantage of key international events stands out, such as the “MIL Week” of the UNESCO and the “Press and Media Week in Schools” of the French Ministry of Education.

## Conclusions

The aim of the present article was to offer a comprehensive approach to the perception of people working within CSO on the integration of MC in the curriculum of basic education in Latin American countries. Next, a discussion is presented about the three dimensions analyzed:

*Reach and contents* The participants recognize that the teaching of MIL implies more than simple technical instructions; they also emphasize the development of competences for critically analyzing information, and safely and responsibly navigate in digital environments. They argue that this integration is essential for shaping digital citizens who are informed, reflective, and ethical. However, some aspects, such as the empowerment of students in areas such as social mobilization, civil participation, and intercultural dialog, received less attention. Also, most of the competences pointed out by the respondents define students mainly as “consumers” of information and content, without fully considering their potential as content creators able to counteract and fragment the dominant narratives.

It is important to point out that some CSO representatives who participated in the survey indicated not being fully aware that they were contributing toward the development of MC, nor having explored the meaning and the implications of MC in depth. To address these limitations, it is fundamental for CSO to receive training in this area, as well as the design and implementation of related projects. Providing this type of training will allow CSO members to play a more effective role in the promotion of MIL, facilitating the training of not only students and teachers, but also the population in general, given the reach of these organizations, which includes disadvantaged groups. Also, it will allow for the creation of initiatives for integrating MIL or its principles in the education system, particularly with respect to its inclusion in the curriculum. In this context, the absence of a curriculum or specific guide for this key group in the region is notable.

*Activities and key actors* The findings reveal the substantial commitment of CSO in the promotion of MIL or some of its principles. This effort is observed in the area of education through a broad range of educational materials,

such as teaching guides and manuals, which not only support formal teaching, but also seek to raise awareness in students and teachers on the importance of cybersecurity, digital well-being, and the reflective analysis of the messages they consume. The diversity and specificity of the resources create also mirror a deep understanding of the contemporary education needs and the willingness to adapt to diverse contexts and audiences, including parents.

Likewise, it is important to highlight that CSO have forged strategic collaborations with diverse key actors, which include both local and international organizations, as well as governmental entities, academic institutions, and organizations related with the media industry. These alliances have played a fundamental role in various crucial aspects. On the one hand, they have facilitated the creation of educational resources, the organization of training courses, and the dissemination of specialized knowledge. On the other hand, these associations have made significant contributions toward the widening of this dissemination and the impact of the MIL-related initiatives, as well as to ensure the necessary financing to perform these activities.

Nevertheless, one of the least opportunities mentioned was the collaboration with technology companies to develop innovative, accessible resources, and large-scale projects. Examples such as the “New School Model” in Georgia, which integrated MIL into the curriculum, and provided electronic resources and internet to schools with the help of *Microsoft*, showcasing the benefits of strategic synergies (Levitskaya & Seliverstova, 2020). Collaborations like these allow for stronger funding strategies, sustainable partnership models, and program continuity, even amid political and economic shifts that often threaten such initiatives.

*Opportunities and challenges* From the need to popularize the concept, to the lack of curricular updates, the digital divide, and the lack of political will, these entities have identified diverse obstacles that require strategic and collaborative approaches in order to overcome them, coinciding with those determined by other groups, such as teachers, with respect to the process of integration of MC in the education system (Mateus et al., 2022). In this sense, their ability to mobilize resources, raise public awareness, and advocate for inclusive and equitable policies, is fundamental for addressing emergent challenges with respect to MIL. In addition, their approach, which is centered on the community, allows them to identify and effectively respond to the specific needs of diverse population groups, including those who could be marginalized or excluded from the debates and the decision-making processes.

Although the interests of CSO could be in conflict with other key actors, and may not be recognized as legitimate actors in the process of policy formulation or in the implementation of education programs, or given that they

may face limitations related with financial, human, and technical resources, their experiences, knowledge, and visions make them fundamental entities for empowering individuals and communities in a digital world in constant change. Thus, it is essential for those responsible for formulating policies, educational institutions, and other relevant actors, to recognize the transforming potential of CSO, to provide them with the necessary support so that they can perform their projects and campaigns effectively, while leading advocacy processes that advocate for an education curriculum that includes these essential competences.

As for the limitations of the study, the number of CSO members who answered the survey must be highlighted, as it has an effect on the representativeness of the results. In this regard, it should be noted that the sample selection process did not involve consultation with experts. Furthermore, it would be beneficial to perform a systematic analysis of the objectives, initiatives, and impact of each of the CSO. This approach would allow for a deeper and more detailed understanding of the strategies and achievements of these organizations, facilitating the identification of good practices and areas of improvement.

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#### Declarations

**Conflict of interest** The authors report there are no competing interests to declare.

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# ANEXO 5

**Media competence in the early,  
primary and secondary education  
curriculum: Presence and progression  
in Latin America**



# Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America

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## ABSTRACT

The aim of the present article is to analyse the presence and curricular progress of the learning objectives associated with the different dimensions of Media Competence (MC), encompassing the stages of early to secondary education, in the study plans from 18 Latin American Countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela. Through a content analysis of 161 curricular texts, 85 learning objectives were identified associated with eight dimensions of MC. Among the notable findings, there is a trend towards the inclusion of certain dimensions of MC, such as the processes of comprehension and use and adaptation of technology, while other dimensions such as interculturality, received less attention. Also, the curricular proposal from Uruguay is noteworthy, as it distinguishes itself for having the most objectives, being the only country in the region that explicitly integrated Media and Information Literacy. Likewise, a platform is provided that allows policy writers, educators, researchers, and other key actors to access current information on the presence of MC in the curricula of each country analysed.

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## Introduction

Communication media and technology have become omnipresent elements in everyday life, exerting a significant influence on the shaping of our perspective of the world and our interactions with it. In this context, Media and Information Literacy (MIL) stands as a mechanism that enables the formation of individuals who are informed and critical of the contents they consume, as well as being active and responsible agents in their production (Tibaldo, 2022). According to various authors, such as Hartmann (2010), Trültzsch-Wijnen (2020), and Stix and Jolls (2020), teaching MIL involves the development of Media Competence (MC), understood as a set of specific skills that allow citizens to effectively and appropriately navigate the changing media landscape and emerging situations within it. MC has a multidimensional nature, and, as noted by Kačínová and Sádaba (2022), the knowledge and skills it promotes can be structured into four levels: personal, which includes self-regulation and self-awareness in media use; social, which focuses on communication and empathy in digital environments; civic, which encourages active and responsible participation in the digital society; and cultural, which fosters appreciation of diversity and intercultural understanding through media. In addition, the development of this type of competences is essential for

allowing individuals to constructively transform their surroundings, and to fully understand the rights and responsibilities inherent to online environments (Erdem et al., 2023).

The experience of countries such as Turkey (Untila-Kaplan, 2019) and Finland (Palsa & Salomaa, 2020) underlines the need to transcend the mere inclusion of MIL in educational discourse to effectively implement it through a series of specific actions sustained over time. This implies not only the insertion of MC in the curriculum, but also the training of educators in this area, and the promotion of the collaboration between education institutions, communication media, and other pertinent actors (Rojas-Estrada et al., 2023a). Furthermore, the continuous commitment of policy makers is crucial to guarantee that MIL becomes a priority in the education agenda, and for assigning the necessary resources for its effective implementation (Wallis & Buckingham, 2019).

According to Garro-Rojas (2020), most of the education systems in Latin America recognize the importance of Information and Communication Technologies (ICT) in teaching and learning. However, the governmental programmes in this area tend to be focused on the development of technical skills and there is a lack of political will to institutionalize MIL through systematic projects that seek its inclusion in the curriculum. In spite of this, the recent explicit inclusion of MIL in Uruguay's curriculum provides us with opportunities to understand how this integration is configured at the level of skills, knowledge, and aptitudes in education programmes. Thus, the aim of the present article is to analyse the curricular presence and progress of the expected learning objectives associated with MC in 18 Latin American countries, in order to identify areas for improvement and to provide relevant information that can be used by the policy makers, educators, and other relevant actors, to promote specific actions that foster its development within the Latin American context.

## **MIL in Latin America in terms of the curriculum**

The curriculum is not only a prescriptive framework that guides the planning, implementation, and assessment of teaching and learning; it also serves as a reflection of the educational values, beliefs, and goals of a specific society or community, as shown by the inclusion or exclusion of specific content (Bencze et al., 2020). Following this line of thought, Suasnabas-Pacheco and Fernández (2020) argue that the integration of ICT provides an answer to the imperative need to ensure that education is efficient, contemporary, and contextually relevant, to address the challenges in the present and in the future. For Diaz-Barriga and Barrón-Tirado (2022), this inclusion is framed within the context of 'discourse of innovation' that has dominated the curricular reforms in Latin America.

Rojas-Quesada (2023) adds that this type of policy is influenced by the socioeconomic and political contexts that directly influence the decisions adopted in this area, as well as the degree of awareness of the political and education actors with respect to the need to educate citizens who are able to face and adapt to the emerging challenges in the media ecosystem. It is precisely this reality which poses the challenge of defining the reach of this competence and its configuration within current study plans. In this context, many studies have centred on the detection of MC in Latin America (Garro-Rojas, 2020; Rojas-Estrada et al., 2023b). These studies reveal that: a) Uruguay stands as the only country that includes a subject explicitly integrating MIL into compulsory education; b) in countries such as Peru, Argentina, Bolivia, Chile, Brazil, Mexico, Ecuador, and Colombia, although MC is not explicitly mentioned, it is most frequently observed in curricular objectives linked to the subjects of language, arts, or social sciences, granting it a cross-cutting character; and c) the percentage of learning objectives associated with MC is lower when compared to the total learning objectives in the curriculum. In addition, they show that, in some countries, this type of research has not been conducted, and that most of them are centred on only one stage of education. These limitations of reach are two aspects that must be addressed and solved with the present study.

Using the work conducted in many different contexts as a reference, such as the project 'COMEDIG- Competências de literacia digital e mediática em Portugal (*Digital and media literacy skills in Portugal*)' (Bobrowicz-Campos, 2021), the identification of MC in study plans becomes an essential step in the development of curricular proposals that are adapted to the needs of

both students and educators, and for the creation of tools for the assessment of the MC level. According to Kostenko and Kuzmenko (2023), these measures support the achievement of the Sustainable Development Goals (SDGs) related to promoting MIL, particularly SDG 4 (quality education) and SDG 10 (reduced inequalities). MIL not only highlights gaps in access to ICT and related training but also drives strategies to address these disparities. In addition, it is a means to urge the political sphere to take measures with respect to this pending matter (Kačinová, 2018).

## Method

The collection of curricular texts was conducted between January 3rd and 28 February 2024, through a systematic search of the official websites of the governmental organizations responsible for education in the member countries of the Community of Latin American and Caribbean States (Comunidad de Estados Latinoamericanos y Caribeños (CELAC, n.d.). To ensure the representativeness and relevance of the materials collected, inclusion criteria were established that encompassed: a) nationwide curricular texts; b) current until the cut-off date; c) aimed at early, primary, and secondary education (3–14 years of age); d) belonging to general education or indigenous education. As a result, a total of 161 curricular texts from 18 countries were included in the analysis: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, El Salvador, Mexico, Peru, Guatemala, Uruguay, Paraguay, Dominican Republic, Venezuela, Costa Rica, Nicaragua, Panama and Honduras.

In order to analyse the progress of the curricular objectives associated with MC from early education to secondary education, a content analysis was performed (Tunison, 2023). The unit of analysis was the textual content of the expected learning and/or objectives across all areas and subjects included in the document, understood as the skills, knowledge, attitudes, or values that students are expected to acquire or develop as a result of the instruction. In this sense, the complementary material uploaded in Figshare provides the units of input selected, according to the curriculum and the respective country (i.e. criteria of achievement, competences, curricular objectives, etc.), together with an equivalency table of stages of education and grades. This resource is available for consultation at: <https://figshare.com/s/e574b4d779e3a86848f0>.

The documents were then organized according to country, and processed with the ATLAS.ti 22 software, through two systematic readings to reject objectives: a) a reading to identify the content included, through keywords such as 'communication media', 'information and communication technologies', 'news', 'advertising', 'television', 'technology', 'artificial intelligence', and 'informational texts'; and b) a second complete reading of the input units. This process led to the creation of a database that contained 1488 potential objectives, which were analysed and categorized according to the descriptors present in the eight dimensions of MC, developed through a technopedagogic experience (Rojas-Estrada et al., 2024). This experience was developed using two dimensions models that have been previously validated and are widely applied in the Ibero-American region: the model by Ferrés and Piscitelli (2012), and the proposal by Pérez-Rodríguez and Delgado-Ponce (2012). Through various activities and reflections on their own processes of expression and analysis, the proposed dimensions were co-created by educational authorities, together with teachers and school administrators from Mexico and Chile. The aim was to provide a contextualized and updated tool for implementation in the region, which justifies the use of these specific dimensions in the present study. Below, a brief description of each of these dimensions is provided:

**Dimension A. Processes of comprehension:** The ability to critically examine media messages in search of representations, prejudices, and ideological objectives. It is centred on understanding how the media influence the construction of a social reality and the creation of opinions and attitudes.

**Dimension B. Technology use and adaptation:** The skills needed to efficiently use digital devices and tools, understanding their potential, historical evolution, and associated risks. It also involves the

ability to adapt to technological changes and develop relevant digital competences for current and future contexts.

Dimension C. Processes of production and dissemination: It underlines the ability to understand the internal workings of communication media, from their regulation and financing to their effectiveness in communication and collaboration with others. It also involves knowledge about how media messages are produced and distributed, and their impact on society.

Dimension D. Processes of interaction and emotional well-being: This aspect involves the skills to understand and manage the influence of the media on self-image and emotional well-being. It includes the identification and management of emotional risks when interacting with media content, with a special emphasis on the prevention of cyberbullying and other related challenges.

Dimension E. Management of information: The ability to critically search, assess, and utilize information. It includes the effective organization of data, the verification of the credibility of sources, and the understanding of information biases.

Dimension F. Civil participation and digital responsibility: This addresses ethical and conscious participation in digital environments. In addition, it implies an active participation in virtual activism actions to promote positive changes, at the same time as assuming responsibility for one's actions and behaviours online, including respecting copyright laws.

Dimension G. Languages and aesthetic sensibilities: This encompasses the importance of understanding and using different languages and aesthetics present in communication media, including the analysis of visual, auditory, and narrative elements to interpret and create contents.

Dimension H. Interculturality: It emphasizes the respect and recognition of cultural diversity, promoting equal representation of minority communities in the media. It also supports the revitalization of languages and strengthens the connection with community media for a more authentic representation of diverse cultures.

After a consensual review, 117 records were excluded during the second reading, as the majority were classified as learning objectives related to the development of linguistic competence, particularly focusing on the effective use of language in various communicative contexts. These objectives did not reference the use of media or digital codes, nor the application of technology. For instance: 'Utilizes appropriate tone, rhythm, and volume in oral presentations, considering the context and communicative intent' (MEC, 2014a, p. 238). Furthermore, it was observed that some objectives, although identified as part of the subjects of technology or computer science, were associated with mathematical thinking, such as: 'Executes logical sequences or procedures for problem-solving' (MINEDU, 2016a, p. 329).

A document was then created to categorize the remaining curricular objectives according to their dimension, stage of education, and grade. The aim of this process was to identify the expected objectives related to MC present in the curricular proposals in Latin America.

## Results

After the analysis, as shown in Table 1, a total of 85 expected learning objectives related to MC were identified in the curricular texts. These were structured around the following dimensions: processes of comprehension ( $n = 19$ ); use and adaptation of technology ( $n = 17$ ); processes of production and dissemination ( $n = 13$ ); processes of interaction and emotional well-being ( $n = 11$ ); management of information ( $n = 7$ ); civil participation and digital responsibility ( $n = 7$ ); languages and aesthetic sensibility ( $n = 6$ ); and interculturality ( $n = 5$ ). In the sections below, the expected learning objectives identified will be characterized, and their distribution in the different corresponding stages of education will be detailed, as well as the school subjects where these are found.

Likewise, it is important to highlight that all the countries analysed showed learning objectives associated with the dimensions of processes of comprehension, use and adaptation of technology, processes of production and diffusion, as well as management of information. However, the

**Table 1.** Number of learning objectives associated with MC according to country.

Country	Processes of comprehension	Use and adaptation of technology	Processes of production and dissemination	Processes of interaction and emotional well-being	Management of information	Civil participation and digital responsibility	Languages and aesthetic sensibility	Interculturality	Total
Argentina	7/19	11/17	1/13	1/11	4/7	3/7	2/6	1/5	<b>30/85</b>
Bolivia	1/19	6/17	2/13	3/11	1/7	3/7	<b>0/6</b>	<b>0/5</b>	16/85
Brazil	6/19	4/17	6/13	1/11	1/7	1/7	3/6	<b>0/5</b>	22/85
Chile	9/19	5/17	3/13	5/11	5/7	3/7	4/6	2/5	<b>36/85</b>
Colombia	6/19	5/17	3/13	2/11	5/7	2/7	<b>0/6</b>	<b>0/5</b>	23/85
Costa Rica	9/19	4/17	7/13	5/11	4/7	3/7	1/6	<b>0/5</b>	<b>33/85</b>
Ecuador	2/19	9/17	3/13	2/11	6/7	4/7	2/6	1/5	29/85
El Salvador	5/19	5/17	5/13	4/11	1/7	2/7	<b>0/6</b>	<b>0/5</b>	22/85
Guatemala	3/19	1/17	4/13	<b>0/11</b>	5/7	1/7	1/6	<b>0/5</b>	15/85
Honduras	4/19	2/17	3/13	1/11	1/7	<b>0/7</b>	2/6	<b>0/5</b>	13/85
Mexico	7/19	4/17	5/13	5/11	4/7	4/7	1/6	3/5	<b>33/85</b>
Nicaragua	5/19	1/17	3/13	3/11	2/7	2/7	<b>0/6</b>	<b>0/5</b>	16/85
Panama	7/19	8/17	8/13	1/11	4/7	<b>0/7</b>	2/6	<b>0/5</b>	<b>30/85</b>
Paraguay	8/19	7/17	6/13	1/11	3/7	3/7	1/6	<b>0/5</b>	29/85
Peru	2/19	6/17	3/13	1/11	4/7	3/7	1/6	<b>0/5</b>	20/85
Dominican Republic	5/19	6/17	6/13	<b>0/11</b>	1/7	1/7	1/6	<b>0/5</b>	20/85
Uruguay	3/19	14/17	2/13	2/11	6/7	5/7	6/6	<b>0/5</b>	<b>38/85</b>
Venezuela	4/19	8/17	3/13	1/11	3/7	1/7	2/6	<b>0/5</b>	22/85
<b>Total</b>	<b>18/18</b>	<b>18/18</b>	<b>18/18</b>	<b>16/18</b>	<b>18/18</b>	<b>16/18</b>	<b>14/18</b>	<b>4/18</b>	

dimension of interculturality was less frequent, only being detected in four of the eighteen countries examined.

As for the countries with the highest number of associated learning objectives, the curricular proposal from Uruguay stands out, as it was the only one in the region that explicitly incorporated MIL in its curriculum. It was followed by the initiatives from Chile, Mexico, Panama, Colombia, and Argentina. In addition, the countries with the least presence were mainly those located in the Central American region, such as Nicaragua, Honduras, and Guatemala, together with Bolivia, which belongs to the Andean region.

### ***Processes of comprehension (dimension A)***

The learning objectives associated with the processes of comprehension dimension, as identified in the analysis, are presented in [Table 2](#). In this dimension, it is crucial to point out that, although the early education programmes in Chile (MINEDUC, 2018a), Dominican Republic (MINERD, 2020) and Nicaragua (MINED, 2022) introduce the use of television or radio contents for the gradual development of the perception of reality in children, they do not explicitly focus on the idea that students must be aware that the media work as a support for the construction of reality. It is in secondary education, particularly in Argentina (ME, 2011), Costa Rica (MEP, 2013b), El Salvador (MINEDUCYT, 2008c) and Venezuela (MPPE, 2017), where early instruction is provided on the role of the media as socializing agents, but also as entities with the ability to influence public opinion and promote consumption.

Furthermore, the approach to content analysis is noteworthy, as most of the countries integrate, throughout their basic education programmes, an inferential understanding of the materials disseminated by the media. This approach seeks to identify 'what is being said'; for example, in countries such as Argentina (ME, 2005) or Panama (MEDUCA, 2024), students are expected to remain informed about subjects of national interest, and be able to state opinions based on the reading of informative texts. However, starting in 4th grade, this understanding is complemented with learning objectives that promote a systematic analysis and education towards a critical attitude with respect to the information they consume. In this sense, the proposal by the *Bases curriculares 7° básico a 2° medio* of Chile stand out (MINEDUC, 2015), as it addresses the explicit and implicit purposes of the texts, the identification of stereotypes, and the inclusion of the analysis of the graphical material associated with media content. On the other hand, the proposal by Costa Rica (MEP, 2013a) questions the process of production of advertising ads, as well as the roles of the protagonists within them.

In addition to these types of analysis, in El Salvador (MINEDUCYT, 2008c), Mexico (DOF, 2022), and Venezuela (MPPE, 2017), there is a growing need to examine the treatment given to informative facts in different media, as well as to perform a specific analysis of the way in which specific social phenomena are narrated. In Costa Rica (MEP, 2009), for example, an in-depth analysis of the influence of media information on the perception of safety, as well as on subjects related to sexuality is carried out. Argentina (ME, 2012) is notable for identifying contents with a violent or discriminatory load, while in the Dominican Republic (MINERD, 2016), research is conducted on how gender roles are represented in the media. In addition, in the subject of physical education in Argentina (ME, 2012), Colombia (MEN, 2022a), and El Salvador (MINEDUCYT, 2008b), there is a critical reflection on the body model present in the media and its implications on the perception of image and health in individuals.

The analysis shows that most of the curricular texts are exclusively centred on objectives related with the evaluation of news and advertising ads. The proposal by Brazil (MEC, 2019) in the area of language is the only one that incorporates the analysis of comments in social network publications. On the other hand, in Colombia (MEN, 2016) and Guatemala (MINEDUC, 2008), the intention is for students to recognize the two roles they can play as producers and consumers of messages, considering their intentions.

**Table 2.** Learning objectives associated with the processes of comprehension dimension.

Category	Primary Education	Secondary Education
Role of the communication media		<b>A01*</b> . The student is expected to recognize and identify the influence of media messages from a critical perspective (media as socializing agents, encouragers of consumption, opinion shapers, and builders of the perception of the environment).
Actors	<b>A02</b> . The student is expected to identify and analyse the similarities and differences between the producer and the interpreter of an informative text, recognizing the roles and intentions of each.	
Levels of analysis		<p><b>A03</b>. The student is expected to understand the information transmitted by the mass media and how this information is presented (basic analysis).</p> <p><b>A04</b>. The student is expected to observe and critically analyse media messages (systematic analysis).</p> <p><b>A05</b>. The student is expected to develop the ability to construct criteria, form opinions and make judgements about the content of a media object, which implies shaping a critical attitude.</p> <p><b>A06</b>. The student is expected to develop the ability to distinguish between reality and fiction, as well as between facts, data and opinions.</p> <p><b>A07</b>. The student is expected to identify and analyse stereotypes and prejudices present in advertising, propaganda and entertainment texts or messages in the media and the Internet.</p> <p><b>A08</b>. The student is expected to understand the communicative intention of the broadcaster of media content.</p> <p><b>A09</b>. The student is expected to stay informed and express his or her opinion on relevant topics of interest both nationally and internationally, such as politics, the environment, sports, art, music, among others, using newspapers and ICT.</p> <p><b>A010</b>. The student is expected to reflect and question the body model present in the media and advertising.</p> <p><b>A011</b>. The student is expected to analyse and compare arguments and opinions in comments on publications made on social networks.</p>
Social phenomena		<p><b>A012</b>. The student is expected to observe and critically analyse media messages to recognize and discuss violent content and discriminatory stereotypes with the teacher's guidance.</p> <p><b>A013</b>. The student is expected to conduct a critical analysis of gender representation in the media, examining how men and women are portrayed in advertisements, television shows, songs, and other media content.</p> <p><b>A014</b>. The student is expected to carry out an analysis of the impact of the media on people's perception of security in the country.</p> <p><b>A015</b>. The student is expected to critically interpret the messages of the media in relation to affectivity and sexuality.</p>
Advertising		<p><b>A016</b>. The student is expected to carry out an analysis of advertising content, identifying its characteristics, functions and its influence on the audience.</p> <p><b>A017</b>. The student is expected to clearly distinguish between advertising and propaganda, understanding the differences in both the content and the communicative intentions of these types of texts.</p>
Informative texts		<p><b>A018</b>. The student is expected to identify and analyse the characteristics of an informative note or other informative text, as well as its main functions.</p> <p><b>A019</b>. The student is expected to comment and share their impressions about the differences and similarities identified in the treatment of a news story.</p>

\*The objective codes consist of a letter representing one of the eight dimensions detailed in the methodology section, followed by an 'O' for 'objective' and a number that specifies the learning objective. For example, 'A01' indicates the first identified learning objective associated with the processes of comprehension dimension.

### ***Use and adaptation of technology (dimension B)***

The learning objectives associated with the use and adaptation of technology dimension are detailed in Table 3. In this dimension, the presence of learning about the importance of communication media and technology has been identified, not only from a socioeconomic perspective, but also with a special consideration of the environmental risks associated with technological progress, as well as an equilibrium between their advantages and disadvantages. In this context, the proposals from Mexico (DOF, 2022) and Uruguay (MEC, 2023c) stand out, as they specifically incorporate the analysis of access inequalities and the acquisition of digital skills, while Venezuela (MPPE, 2017) directs its attention towards the characterization of alternative media.

Likewise, learning objectives were found that encompassed the development of technical competences with respect to the use of devices, as well as the understanding of maintenance practices

**Table 3.** Learning objectives associated with the use and adaptation of technology dimension.

Category	Early Education	Primary Education	Secondary Education
Importance and usefulness	<b>IOB1.</b> The student is expected to recognize the technological elements in their environment and the media, understand their importance and usefulness at a socioeconomic level.	<b>BO1.</b> The student is expected to recognize the technological elements in their environment and the media, understand their importance and usefulness at a socioeconomic level, as well as the risks and benefits related to their use and development. <b>BO2.</b> The student is expected to characterize the media and recognize the diversity of technologies that coexist. <b>BO3.</b> The student is expected to identify biases and equity problems related to access, use and training in digital technologies.	<b>BO4.</b> The student is expected to recognize and value alternative media as tools for the free expression of the people and the decolonization of thought.
Technical knowledge	<b>IOB2.</b> The student is expected to acquire initial experiences with audiovisual and technological media, experiment with them, know their basic functions, and understand the rules and care necessary for their proper use.	<b>BO5.</b> The student is expected to acquire initial experiences with audiovisual and technological media, understand the rules and care necessary for their proper use. <b>BO6.</b> The student is expected to be able to identify and use the essential components of a computer, as well as basic software tools, such as word processors, media players, and email.	
Uses	<b>IOB3.</b> The student is expected to be able to use technology actively and adaptively in different educational and everyday contexts, whether to communicate, investigate, explore or express themselves. This implies the ability to interact with technological and multimedia elements, as well as to take advantage of them as tools for learning, personal expression and/or the active construction of knowledge. <b>IOB4.</b> The student is expected to use technological tools, such as ICT, creatively and effectively to explore and understand mathematical concepts. <b>IOB5.</b> The student is expected to acquire skills to effectively select and use the technological and digital resources available based on their specific needs and tasks. In addition, the intention is for students to develop basic skills in computational thinking, which implies the ability to address and solve problems using digital tools, identifying patterns, proposing solutions and decomposing problems into simpler steps, among other skills related to the use of technology.	<b>BO7.</b> The student is expected to be able to actively and adaptively use technology in various educational and everyday contexts, in order to investigate, learn and build knowledge. This implies the ability to interact with technological and multimedia elements, as well as to take advantage of them as tools for learning. <b>BO8.</b> The student is expected to identify and use the available media and technology in an active and adaptive manner in different educational and everyday contexts, as mechanisms to communicate and/or express themselves.	
Trends		<b>BO9.</b> The student is expected to gradually participate in online activities where they collaborate and work together, strengthening supportive attitudes according to their abilities. <b>BO10.</b> The student is expected to acquire knowledge about basic notions of Artificial Intelligence (AI) and understand its ethical implications. <b>BO11.</b> The student is expected to understand basic concepts of programming and/or robotics.	<b>BO12.</b> The student is expected to recognize, with help, the presence and scope of the use of algorithms, which will allow them to analyse how they affect various aspects of society.

associated with them. In addition, a pattern was observed in the use of these devices in the three stages of education analysed, where they were mainly perceived as instruments that facilitated the teaching-learning process, particularly in the area of mathematics. Subsequently, their function as vehicles for the expression of ideas and the interaction with other individuals was observed, as well as a means to promote collaboration in virtual environments and the resolution of problems.

Argentina (ME, 2012), Bolivia (MINEDU, 2023), Ecuador (MINEDUC, 2023), Peru (MINEDU, 2016a, 2016b), and Uruguay (MEC, 2023a, 2023b, 2023c) have incorporated the teaching of emerging

subjects in their study plans, such as computer programming and robotics, starting in primary school. In particular, Argentina (ME, 2012) justifies this integration in its objective to be at the forefront of the evolution of the digital ecosystem, and to promote the development of computational thinking in their students, which implies the ability to solve problems in a logical and structured manner. Uruguay (MEC, 2023a, 2023b, 2023c) also distinguishes itself due to the introduction of basic concepts on the use of algorithms for the personalization of contents. In a similar manner, both Ecuador (MINEDUC, 2023) and Argentina (ME, 2012) have started to venture into the inclusion of artificial intelligence, addressing its applications and the ethical dilemmas of its use.

### ***Processes of production and dissemination (dimension C)***

In this dimension, as shown in Table 4, most of the expected objectives are centred on the development of the skills needed for the creation of content, especially in the production of informational texts and advertising content, or the creation of photographs in some countries such as Ecuador (MINEDUC, 2023), Venezuela (MPPE, 2017), Chile (MINEDUC, 2015), Costa Rica (MEP, 2013a) and the Dominican Republic (MINERD, 2016). These activities are designed to promote the expression of everyday events and ideas, as well as to preserve the collective memory of the community, or to promote a healthier lifestyle, as proposed in the last curricular initiative from Mexico. On the other hand, it is important to highlight that only Paraguay (MEC, 2014b) has

**Table 4.** Learning objectives associated with the processes of production and dissemination dimension.

Category	Early Education	Primary Education	Secondary Education
Creation	<b>IC01.</b> The student is expected to produce images, audio or videos to communicate ideas, findings, feelings, or record an event using technological devices and tools.	<p><b>C01.</b> The student is expected to produce media content, considering the recipient and the communicative purpose.</p> <p><b>C02.</b> The student is expected to produce informative notes or other informative texts, maintaining their main characteristics and functions.</p> <p><b>C03.</b> The student is expected to create texts and advertising content.</p> <p><b>C04.</b> The student is expected to identify the main sections of a newspaper and then create one.</p> <p><b>C05.</b> The student is expected to write scripts to create radio and television programs, or documentaries, taking into account the structure of the genre.</p> <p><b>C06.</b> The student is expected to take photographs, recognizing where they are used, the topics they address, the function they serve, and the resources necessary to capture images.</p>	<p><b>C07.</b> The student is expected to use computer programs for the modification and operation of images.</p>
Industry		<p><b>C08.</b> The student is expected to identify differences and similarities between different types of media content and formats present in the industry.</p> <p><b>C09.</b> The student is expected to investigate the organization and functioning of media industries, understanding their structure and operations for the creation of 'popular' media products.</p> <p><b>C10.</b> The student is expected to identify the fundamental characteristics of the film, television and/or Internet industry, describing some of their contents, resources and functions.</p>	
Dissemination	<b>IC02.</b> The student is expected to communicate with other people through the different means of communication that exist in their community.	<b>C11.</b> The student is expected to disseminate their messages, texts and/or content through electronic and printed media.	

integrated the teaching of image manipulation through software in secondary school education, within the school subject 'work and technology'. Also, there is a tendency to encourage students not only to create, but also to disseminate their work through digital media.

Nevertheless, less attention is given to the analysis of the media industry, especially that concerning its functions, formats, and resources. There is also a lack of depth in the normative regulation that rules over the industry, and its perception as a business entity. Lastly, there is an absence of an analysis of the new roles that have emerged in this area, such as YouTubers and influencers.

### ***Processes of interaction and emotional well-being (dimension D)***

The analysis of this dimension reveals the existence of three main categories of learning (Table 5). In first place, the promotion of the interaction between students and the content is highlighted, implying the identification of emotions that emerge during this interaction in the three stages of education. Also, in Mexico (DOF, 2022), emphasis is placed on the importance of students being aware of the moments in which this interaction occurs. However, in the early education stage in El

**Table 5.** Learning objectives associated with the processes of interaction and emotional well-being dimension.

Category	Early Education	Primary Education	Secondary Education
Interaction	<p><b>IDO1.</b> The student is expected to enjoy short videos, children's programs and cartoons as part of their educational and entertainment experience.</p> <p><b>IDO2.</b> The student is expected to communicate emotions and feelings such as love, fear, joy and anger provoked by various narratives or observed situations, either directly or through ICT.</p>	<p><b>DO1.</b> The student is expected to be able to communicate to others the days on which he or she spends time watching television.</p>	
Media diet (analysis)		<p><b>DO2.</b> The student is expected to share their knowledge about social networks, indicating which ones they use and how they use them.</p> <p><b>DO3.</b> The student is expected to identify the various mass media with which he or she interacts.</p> <p><b>DO4.</b> The student is expected to share their opinions and perceptions about the programs and content they consume.</p>	
Well-being		<p><b>DO5.</b> The student is expected to understand bodily boundaries and distinguish between healthy interactions and those that could affect their physical or emotional well-being due to media and device use.</p> <p><b>DO6.</b> The student is expected to research and use strategies to preserve identity, privacy, and personal information in digital environments.</p> <p><b>DO7.</b> The student is expected to identify and express his or her rejection of violent behaviour and bullying in the context of the Internet and social networks, and request support and protection from members of his or her family, the school or the community to receive support and, if necessary, make complaints.</p> <p><b>DO8.</b> The student is expected to analyse their relationships, both in person and virtual through social networks, taking into account the rights of all people involved.</p> <p><b>DO9.</b> The student is expected to describe the causes and factors that give rise to cyberbullying and recognize preventive measures to avoid it in different environments such as school, home, social networks and the community.</p>	

Salvador (MINEDUCYT, 2013), the relevance of promoting interaction with audiovisual content is recognized as an integral part of the education experience.

Countries such as Colombia (MEN, 2016), El Salvador (MINEDUCYT, 2008a), Honduras (SEDUC, 2004), Mexico (DOF, 2022) and Paraguay (MEC, 2014a) promote activities in which students identify the programmes they consume, provide opinions about them, and express their preferences, which implies promoting the analysis of the media diet. Meanwhile, in Bolivia (MINEDU, 2023) and Costa Rica (MEP, 2017), this analysis is solicited but centred on the social networks they consume. However, only Bolivia (MINEDUCYT, 2013), Chile (MINEDUC, 2018a), El Salvador (MINEDUCYT, 2008c) and Mexico (DOF, 2022) delve into reflecting on some of the implications of the use of devices on health, and the importance of establishing healthy relationships with other people on these media. However, it leaves unaddressed the manipulation of images and videos and the psychological impact of digital beauty standards.

Argentina (ME, 2012), Bolivia (MINEDU, 2023), Chile (MINEDUC, 2018b), Costa Rica (MEP, 2013a), Mexico (DOF, 2022), Nicaragua (MINED, 2019a), Peru (MINEDU, 2016b) and Uruguay (MEC, 2023c) seek to teach how to preserve one's identity, privacy, and personal information in digital environments. Also, specific objectives were identified in the study plans from Chile (MINEDUC, 2018b), Ecuador (MINEDUC, 2023), Mexico (DOF, 2022) and Nicaragua (MINED, 2019a), which seek to teach students how to recognize violent behaviours and bullying, so that they are trained to ask for support when needed. Specifically in Costa Rica (MEP, 2009), it is stressed that students need to reflect on the causes behind cyberbullying and the promotion of preventive measures, while in Peru (MINEDU, 2016a), the study plans seek to teach students how to recognize the possibility of receiving invitations from strangers in digital environments that could put them at risk.

**Table 6.** Learning objectives associated with the management of information dimension.

Category	Early Education	Primary Education	Secondary Education
Role Objective	<p><b>IE01.</b> The student is expected to recognize digital media and their content as sources of information.</p> <p><b>IE02.</b> The student is expected to collect and organize information for the purpose of deepening his or her understanding of specific topics.</p> <p><b>IE03.</b> The student is expected to collect and organize information to produce oral and written texts.</p>	<p><b>E01.</b> The student is expected to organize, process, prioritize and integrate information to produce oral and written texts.</p>	
Methodology		<p><b>E02.</b> The student is expected to use methods to access, copy, download and send information from different digital programs and applications (technical).</p>	
Verification		<p><b>E03.</b> The student is expected to verify or confirm information about the content of texts, while reflecting on the importance of truthfulness in informative notes and/or information emanating from the media.</p> <p><b>E04.</b> The student is expected to contrast information from the media and ICT.</p>	

### **Management of information (dimension E)**

Table 6 provides an overview of the learning objectives associated with the management of information dimension. It is notable that in most of the countries, the management of information encompasses its search and organization in order to delve into specific themes in school subjects such as sciences and history. Also, the students are encouraged to understand the media as a source of information, thus broadening the traditional sources of information from books to the digital world. Likewise, two processes were identified to manage information: the first being technical, which implies not only access to, but also the copying and sending of information through the use of computer programmes; and the second being another process that seeks to compile and prioritize information to write texts or make decisions. Lastly, in Argentina (ME, 2012), Chile (MINEDUC, 2018a, 2018b), Costa Rica (MEP, 2013a, 2013b), Guatemala (MINEDUC, 2008), Mexico (DOF, 2022), Nicaragua (MINED, 2019b) and Paraguay (MEC, 2014b), there was interest in teaching students to evaluate the veracity of information, which includes contrasting it with diverse sources.

### **Civil participation and digital responsibility (dimension F)**

The learning objectives associated with the civil participation and digital responsibility dimension, as identified through the analysis, are illustrated in Table 7. Most of the curricular proposals in this dimension are directed towards promoting respectful and ethical behaviours in digital environments. A shared concern was observed in various programmes, such as those in Bolivia (MINEDU, 2023), Costa Rica (MEP, 2013b), Ecuador (MINEDUC, 2023), Mexico (DOF, 2022) and Nicaragua (MINED, 2019a), of granting students the ability to recognize the risks associated with online navigation, both in terms of exposure to violent content and cybercrimes.

Furthermore, the objectives identified in the study plans from Mexico (DOF, 2022), Ecuador (MINEDUC, 2023) and Uruguay (MEC, 2023b) must be highlighted, as they emphasized taking part in projects associated with digital citizenship. These projects mainly aim to promote collective well-being and train students so that they become active agents in the construction of a more inclusive

**Table 7.** Learning objectives associated with the civil participation and digital responsibility dimension.

Category	Early Education	Primary Education	Secondary Education
Citizenship (attitudinal)	<b>IF01.</b> The student is expected to identify and apply rules in the digital environment, such as netiquette, with the help of a mediator.	<b>FO1.</b> The student is expected to explore and use cyberspace in a safe, respectful and responsible manner, guaranteeing the integrity of people. <b>FO2.</b> The student is expected to develop projects aimed at solving social needs and problems, taking advantage of the resources of digital citizenship. <b>FO3.</b> The student is expected to use social networks responsibly, actively contributing to the dismantling of patriarchy and promoting gender equality.	<b>FO4.</b> The student is expected to ensure that sources of information are properly cited when appropriate (copyright).
Rights		<b>FO5.</b> The student is expected to investigate and define the influence of social media on their freedom of expression. <b>FO6.</b> The student is expected to participate in conversations about access to public information, understanding what this right entails, why it is relevant and how it can be put into practice appropriately.	
Risks		<b>FO7.</b> The student is expected to recognize and take preventive measures against digital violence and cybercrime.	

digital environment. For example, in Bolivia (MINEDU, 2023), the objectives are specifically focused on training digital citizens to promote gender equality.

There is another important approach related to the recognition of digital rights. For example, the implications of the freedom of expression and the right to access information are explored, aspects that received the most attention in education programmes in Argentina (ME, 2012), El Salvador (MINEDUCYT, 2013), Mexico (DOF, 2022), and Paraguay (MEC, 2014a). However, there is a gap with respect to the awareness of students about online social and civil movements and their impact in society and politics, as well as an analysis of the community guidelines on social networks. Likewise, the understanding of the rights of audiences and online consumers are not adequately addressed, and the adverse effects of censorship and violence against journalists in contemporary democracies are not examined.

Lastly, the curricular texts from Argentina (ME, 2012), Chile (MINEDUC, 2018b), Colombia (MEN, 2022b), Costa Rica (MEP, 2013a), Ecuador (MINEDUC, 2023), Peru (MINEDU, 2016a), and Uruguay (MEC, 2023a, 2023b) stress the need to respect authorship rights, specifying the need to correctly cite the source of the texts consulted.

### *Languages and aesthetic sensibility (dimension G)*

As a whole, the categories found in this dimension reflect an educational approach destined to developing skills essential for the management of languages and codes, the appreciation of art and creative expression through narratives, all adapted to a media environment (Table 8). It highlights the importance attributed to the teaching of visual language in curricular initiatives, with the objective of enabling students to communicate and transform their reality, particularly through products such as short films. However, it is important to point out that in the contents proposed for their analysis and appreciation, everyday products such as memes or popular videos are excluded.

It is notable that Argentina (ME, 2012), Brazil (MEC, 2019), Chile (MINEDUC, 2018b) and Uruguay (MEC, 2023b) have integrated the creation of narratives through the use of various formats and platforms in their education programmes, although they do not explicitly mention the transmedia competence as described by Scolari et al. (2020). However, these plans do not address the ability to actively participate in the creation and expansion of these narratives, either by contributing one's own content, the interaction with other users, or their influence in the development of the story through online actions.

**Table 8.** Learning objectives associated with the languages and aesthetic sensibility dimension.

Category	Early Education	Primary Education	Secondary Education
Languages and codes	<b>IG01.</b> The student is expected to be able to interpret and apply representations, codes and symbols using knowledge of multimedia and visual language.	<b>G01.</b> The student is expected to compare the characteristics of the computer language with other languages. <b>G02.</b> The student is expected to develop competence in the management of the elements of visual language and express themselves through them to transform reality. <b>G03.</b> The student is expected to understand the relationships of artistic languages among themselves, as well as their connection with mass media and new technologies.	
Appreciation		<b>G04.</b> The student is expected to observe and reflect on the artistic expressions present in the media, evaluating both their aesthetics and technique.	
Narratives		<b>G05.</b> The student is expected to develop the ability to create narratives that are deployed through multiple platforms and digital media (transmedia).	

**Table 9.** Learning objectives associated with the interculturality dimension.

Category	Early Education	Primary Education	Secondary Education
Intercultural dialogue		<b>HO1.</b> The student is expected to analyse texts and digital content about multicultural societies and express the importance of intercultural dialogue for democratic construction and social interaction.	
Language		<b>HO2.</b> The student is expected to create narrative, poetic, dramatic texts and scripts for audiovisual media, among others, using literary resources, to present a real or fictitious situation in the indigenous language (linguistic variant) of their context. <b>HO3.</b> The student is expected to use ICT to rescue and revitalize their native language.	<b>HO4.</b> The student is expected to recognize temporal and geographical changes in the indigenous language of their context, and record these changes through videos, audios, texts, poems, songs, among others. <b>HO5.</b> The student is expected to recognize and value the various languages and linguistic varieties present in the community and in the media, reflecting on their prestige or discredit.

### ***Interculturality (dimension H)***

This dimension has a limited presence in the curricular programmes, only being addressed in the proposals from Argentina (ME, 2012), Mexico (DOF, 2022), Ecuador (MINEDUC, 2023) and Chile (MINEDUC, 2018a), especially in school subjects associated to language. These countries have focused their efforts on two main approaches (Table 9): firstly, they recognize the importance of intercultural dialogue as a medium to promote understanding and respect between different cultures, a task that is facilitated by the use of digital content. Secondly, they have placed emphasis on the revitalization of native languages through ICT in order to promote and preserve linguistic and cultural diversity. Nevertheless, an absence was observed in the promotion of an active representation of indigenous communities in media that allow them to strengthen their voice, as well as the lack of an exhaustive analysis on the media coverage received by these collectives.

### ***School subjects***

Principally, the objectives associated with MC are integrated in school subjects related to language and communication. However, the dimension of ‘processes of comprehension’ have also been identified in fields such as psychology, foreign languages, and civil education, where the theme of disinformation and its implications are addressed. In addition, the ‘use and adaptation of technology’ is manifested in disciplines such as computer science, mathematics, language, and informatics. Also, the implications and usefulness of ICTs are discussed in social science school subjects. The dimensions ‘processes of production and dissemination’ are addressed in art education, and visual or plastic arts.

The dimensions of ‘processes of interaction and emotional well-being’, as well as ‘civil participation and digital responsibility’, are explored in the school subjects of civil education, orientation, or even in those associated with the learning of values, and, to a lesser degree, in programmes that include religion. With respect to the dimension ‘management of information’, it is integrated in school subjects such as history, geography, or sciences, where the search for trustworthy information on diverse content and social phenomena is emphasized. Lastly, the dimension ‘interculturality’ was found exclusively in school subjects where native languages are taught.

### **Conclusions**

To analyse the presence and progress of the objectives associated with MC in the curriculum of early, primary, and secondary education in different Latin American countries, a content analysis was performed of 161 curricular texts. In addition, a digital resource was created to aid in the visualization of the curricular objectives identified, and their distribution in the curriculum from each country,

which is available at the following link: <https://competenciamediatica.wixsite.com/website>. The aim of the present initiative is to provide researchers, public policy writers, and other relevant actors, such as civil associations, with current knowledge on the subject matter.

Regarding the presence of MC, it is observed that, despite differences in the number of learning objectives identified in each country and the way it is integrated—whether explicitly or dispersed across various subjects—curriculum texts from Latin American countries share a common expectation that citizens develop operational skills extending beyond mere software proficiency, including a critical attitude towards the content they consume daily, the promotion of digital well-being, and effective information management, in line with trends observed in other regions (Zhang et al., 2020). Despite this significant attention, it is necessary to highlight four general aspects of MC integration that require consideration when formulating future learning objectives in this area:

- (1) The attention given to intercultural aspects is limited in most countries. In this context, UNESCO (2024) emphasizes the importance of integrating this perspective into curricula, noting that the appropriation of technologies to generate new forms of resistance and cultural revitalization among minority groups is essential for promoting respect, understanding of diversity, and peace.
- (2) The level of analysis of the media content and media industries requires greater depth. The analysis proposed by most of the examined curricular texts overlooks reflection on the transmission of values, prejudices, stereotypes, or the influence of media in shaping social reality. In this context, projects such as the one led by Zárate-Moedano (2018) in Mexico, which use media content as vehicles for questioning conceptions of 'beauty' or addressing skin colour-related violence, illustrate the potential of such learning experiences. Furthermore, as Tibaldo (2022) points out, any curriculum proposal on MIL should include awareness of the operation of technology companies and the economic frameworks that enable their operation.
- (3) It is necessary to re-think the treatment and the space granted to emerging technologies. Recent curricular proposals in the region show an increasing interest in incorporating programming skills as well as knowledge related to algorithms and AI. In this regard, Albarello and Hafner (2019) caution that it is crucial to evaluate whether these integrations focus exclusively on instrumental aspects, as this could restrict learning to mere technical competence aimed at 'mastering' these technologies rather than fostering critical reflection on their use and implications.
- (4) Students not only act as receivers of media content, but also play an active role in the production of narratives. This ability goes beyond the simple creation of informational notes or blogs to save academic tasks; according to what was pointed out by Lutzky and Payró (2023), this implies that students demand, in some way, their right to communicate, a fundamental aspect in contexts where education becomes a type of 'peaceful resistance' against discrimination, invisibilization, political violence, and other problems that affect sectors of the population.

Likewise, as shown in previous studies (Kačínová, 2018; Zhang et al., 2020), MC possesses a cross-cutting character and is found in many school subjects, rather than being confined to computer science and language subjects. This observation underscores the need to develop teacher training programmes in MIL to ensure the design of comprehensive strategies for its teaching. It is also necessary to ensure that these skills are included in higher education curricula to prepare future educators.

On the other hand, a greater presence of MC is observed in the stages of primary and secondary education, as compared to the early education stage (Araújo et al., 2023), in their analysis of the integration of MIL in early education in Europe, argue that incorporating MIL at this educational level is crucial for cultivating informed and conscious consumption habits in young users. In this context, a detailed review of curricular proposals from the Dominican Republic (MINERD, 2020) and Uruguay (MEC, 2023a) is recommended as a valuable reference.

As for the limitations, it is crucial to point out the absence of data from fundamental countries such as Cuba, as it was not possible to obtain the material necessary for its analysis. Also, future studies must investigate the use and scope of the concepts of communication media and literacy in each of the curricular texts. This would help with understanding the perspective of the curricula on this type of education, as well as the approach they apply to ICT, and how the teaching staff transmits it. Furthermore, the integration of MIL in Uruguay's curriculum represents an opportunity for the region. Although MIL has been specifically incorporated into 9th grade, Uruguay stands out for recording the highest number of MIL objectives present across all grades and subjects. Therefore, it is recommended to continue research on this proposal to analyse the accompanying elements, particularly in terms of teacher training and available resources.

Lastly, it is important to recognize that although a divide exists between what the curriculum prescribes and what is truly practiced in the classroom, this education policy is still fundamental for defining the type of citizen that these different countries intend to shape. In this context, it is imperative that those responsible for formulating public policies, such as educators, civil organizations, communication media, and academics, work in close collaboration for closing this divide. Only then will it be guaranteed that the curriculum translates into effective practices that promote the shaping of empowered, critical, and informed digital citizens.

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## Data availability statement

The data that support the findings of this study are available in Figshare at <https://figshare.com/s/e574b4d779e3a86848f0>.

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# ANEXO 6

Tabla de publicaciones

ARTÍCULOS PUBLICADOS EN REVISTAS CIENTÍFICAS INDEXADAS	Revista	Autores	Indexación	DOI
<b>Media competence in the curriculum from Latin American countries: A systematic review</b>	Media Education (Mediaobraziovane) [USA]	Elizabeth-Guadalupe Rojas-Estrada Rosa García-Ruiz Ignacio Aguaded	ESCI (JCR-2021): JCI 0.32; Q3, perc. 32,34, pos. 152/217 (Communication)	10.13187/me.2023.1.154
<b>Media and Information Literacy in the Prescribed Curriculum: A Systematic Review on its Integration</b>	Education and Information Technologies [Reino Unido]	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded Rosa García-Ruiz	SSCI (JSR-2022): JCR 5.5; Q1; pos. 19/269 (Education & Educational Research). JCI 2.56 Q1; pos. 21/742. SJR (2022): 1.25; Q1 (Education)	10.1007/s10639-023-12154-0
<b>Digital polis and citizenship: Towards the integration of media literacy in the Latin American curriculum</b>	Curriculum Matters [Nueva Zelanda]	Elizabeth-Guadalupe Rojas-Estrada Rosa García-Ruiz Ignacio Aguaded	SSCI (JCR-2023): JCR 1.1; Q4, pos. 40/84 (Education & Educational Research). SJR (2023), Q4 (Arts and Humanities Miscellaneous)	10.18296/cm.0213
<b>Media competence in the early, primary and secondary education curriculum: presence and progression in Latin America</b>	Journal of Curriculum Studies [Reino Unido]	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded Rosa García-Ruiz	SSCI (JSR-2022): JCR 0.3; Q1; pos. 158/269 (Education & Educational Research). JCI 1.19 Q2; pos. 233/759. SJR (2022): 1.05; Q1 (Education)	10.1080/00220272.2024.2404047
<b>Perception of civil society on the curricular integration of media competence: Challenges and opportunities in Latin America</b>	Voluntas [USA]	Elizabeth-Guadalupe Rojas-Estrada Rosa García-Ruiz Ignacio Aguaded	SSCI (JSR-2022): JCR 0.3; Q1; pos. 104/110 (Social Sciences, Interdisciplinary). JCI 0.12 Q2; pos. 201/265. SJR (2022): 0.9; Q1 (Business and International Management)	10.1007/s11266-024-00710-2
<b>Bibliotecas Humanas. Revisión sistemática de su concepción e implementación en el ámbito educativo</b>	Información, Cultura y Sociedad [Argentina]	Elizabeth-Guadalupe Rojas-Estrada Adelaida Flores-Hernández	SJR 2023: 0.18; Q3 (Library and Information Science)	10.34096/ics.i51.14320

ARTÍCULOS PUBLICADOS EN REVISTAS CIENTÍFICAS INDEXADAS	Revista	Autores	Indexación	DOI
Teachers' Perspective on the Integration of Media and Information Literacy into the Uruguayan Educational Curriculum. International Journal of Media and Information Literacy	International Journal of Media and Information Literacy [USA]	Elizabeth-Guadalupe Rojas-Estrada Rosario Sánchez-Vilela	SJR (2023): 0.22, Q3 (Communication)	10.13187/ijmil.2024.2.424
La integración de la alfabetización mediática e informacional en el currículum de Uruguay: conceptualización y presencia en la educación básica integrada	Dixit [Uruguay]	Elizabeth-Guadalupe Rojas-Estrada Rosario Sánchez-Vilela	ESCI (JCR-2023): JIF 0.2, pos. 209/227. JCI 0.06; Q4, pos. 215/227 (Communication).	10.22235/d.v3 9.4219
Red Internacional Alfamed como propuesta Euroamericana de educación y comunicación	Educação e Contemporaneidade [Brasil]	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded Paula Renés-Arellano Gabriela Borges	Latindex; ERIHPLUS	10.21879/faeeba2358-0194.2024.v3 3.n73.p53-73
ARTÍCULOS EN PROCESO DE REVISIÓN EN REVISTAS CIENTÍFICAS INDEXADAS	Revista	Autores	Indexación	Fecha de Envío
Diseño de una experiencia tecnopedagógica como herramienta para la gestión crítica de la información	Contratexto [Perú]	Elizabeth-Guadalupe Rojas-Estrada Haydée Lara-Guillén Mónica Ramos-Neyra Laritzia Ramírez-Rodríguez	SJR (2023): 0.14, Q3 (Linguistics and language)	11-2024
Discapacidad y redes sociales: Análisis de cuentas de profesionales de la educación especial en Instagram	Revista de Estudos Universitários - REU [Brasil]	Mónica Bonilla-del-Río Iván Sánchez-López Elizabeth-Guadalupe Rojas-Estrada	Latindex; ERIHPLUS	09-2024
Instagram y su influencia en la salud mental de los jóvenes extremeños	Revista Española de Comunicación en Salud [España]	Marta Santillana-Sandoval Patricia de Casas Moreno Elizabeth-Guadalupe Rojas-Estrada	ESCI (JCR-2023): JIF 0.4, pos. 209/227. JCI 0.25; Q4, pos. 187/228 (Communication)	05-2024

<b>ARTÍCULOS EN PROCESO DE REVISIÓN EN REVISTAS CIENTÍFICAS INDEXADAS</b>	<b>Revista</b>	<b>Autores</b>	<b>Indexación</b>	<b>Fecha de envío</b>
<b>Políticas públicas de media and information literacy no Brasil, e na Espanha e no México</b>	MatriZes [Brasil]	Jussara Borges Elizabeth-Guadalupe Rojas-Estrada Daniela Silva Amor Pérez-Rodríguez	Latindex; ERIHPLUS	05-2024

<b>ARTÍCULOS ENVIADOS A REVISTAS CIENTÍFICAS INDEXADAS</b>	<b>Revista</b>	<b>Autores</b>	<b>Indexación</b>	<b>Fecha de envío</b>
<b>La competencia mediática en el currículum de México y Chile</b>	Revista Electrónica de Investigación Educativa [México]	Elizabeth-Guadalupe Rojas-Estrada Rosa García-Ruiz Ignacio Aguaded	SJR (2023): 0.23, Q3 (Education)	04-2025
<b>Contextualization of media competence through a techno-pedagogic experience: Proposal of dimensions</b>	International Journal of Technology and Design Education [Países Bajos]	Elizabeth-Guadalupe Rojas-Estrada Rosa García-Ruiz Adelaida Flores-Hernández	JCR 2013 Q2 (Education & Educational Research) SJR 2023: Q1 (Education)	04-2025

<b>COMUNICACIONES EN CONGRESOS PUBLICADAS</b>	<b>Congreso</b>	<b>Autores</b>	<b>Fecha</b>	<b>DOI</b>
<b>Diseño de un objeto digital de aprendizaje como herramienta metodológica para contextualizar la competencia mediática en la escuela mexicana</b>	II Congresso RNEC. Cidadania Digital e Culturas do Contemporâneo [Portugal]	Elizabeth-Guadalupe Rojas-Estrada Adelaida Flores-Hernández, Neptalí Rodríguez-Reyes	Febrero 2023	10.5281/zenodo.11127615
<b>La competencia mediática en el currículum de América Latina: Objetivos de aprendizaje asociados al análisis de contenidos mediáticos</b>	VII Congreso Internacional Alfamed [Costa Rica]	Elizabeth-Guadalupe Rojas-Estrada	Octubre 2024	10.3916/Alfa med2024

LIBRO PUBLICADO	Autores	Editorial	Fecha	DOI
<b>Charlas con Educomunicadores: Pasado y Presente del Campo en Iberoamérica</b>	Elizabeth-Guadalupe Rojas-Estrada Matías Denis	Grupo Comunicar Ediciones	Enero 2025	10.3916/charlas-educomunicadores

VISIÓN GENERAL DE PUBLICACIONES FUTURAS	Revista	Autores	Indexación
<b>Principles, key aspects, and future directions of Educommunication: A systematic review of its concept in Ibero-America</b>	Review of Educational Research	Elizabeth-Guadalupe Rojas-Estrada Ignacio Aguaded	JCR 2023 Q1 (Education & Educational Research) SJR 2023: Q1 (Education)
<b>El rol de las TIC en el aula desde la perspectiva docente: Un estudio cualitativo con ZMET</b>	Pixel-Bit	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Education & Educational Research) SJR 2023: Q2 (Computer Networks and Communications)
<b>Representación mediática de las TIC en el ámbito educativo en América Latina: Aportes para la educación mediática</b>	Revista de Comunicación	Elizabeth-Guadalupe Rojas-Estrada	JCR-ESCI Q2 (Communication) SJR 2023: Q1 (Education)
<b>IntegrAMI: A Matrix for analyzing and designing the curricular integration of media and information literacy</b>	Education Evaluation and Policy Analysis	Elizabeth-Guadalupe Rojas-Estrada Rosa García Ruiz Ignacio Aguaded	SJR 2023: Q1 (Education)



La integración de la Alfabetización Mediática e Informativa (AMI) en el currículum escolar no solo responde a los desafíos del siglo XXI, sino que se configura como un mecanismo esencial para el empoderamiento de los estudiantes como ciudadanos digitales críticos, creativos y resilientes. En este contexto, se han llevado a cabo cinco investigaciones que, en conjunto, buscan analizar la integración de la AMI en el currículum prescrito de los países latinoamericanos: 1) identificando su presencia en los documentos curriculares oficiales, mediante el análisis de estos documentos para examinar el uso y tratamiento de conceptos clave como “alfabetización”, “medios” y “ciudadano” desde una perspectiva diacrónica, así como para identificar la presencia y progresión de los objetivos de aprendizaje asociados a las dimensiones de la competencia mediática; y 2) evaluando los factores que influyen en el diseño de esta política educativa, a través de dos revisiones sistemáticas de literatura bajo el protocolo PRISMA, efectuadas para evaluar la producción científica sobre este tema en la región y para examinar el proceso de diseño, implementación y evaluación de esta política en diversos países. Además, se han explorado las perspectivas de dos grupos clave en torno a este proceso –los expertos y los representantes de las asociaciones civiles–, con el fin de identificar posibilidades y retos en sus respectivos países. Este recorrido revela que no basta con la mera mención de la AMI, y se identifican 21 categorías que deben ser consideradas para una implementación sistemática que contemple la colaboración de las esferas política, social e institucional.