Navigating the infodemic with MIL

Media and Information Literacy
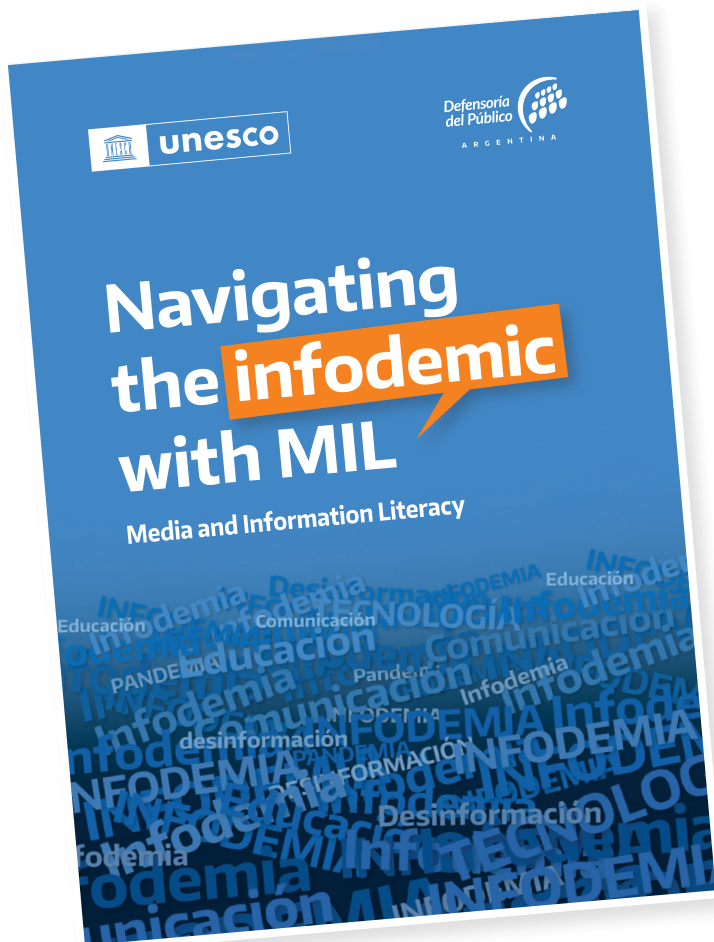
Communication Pandemic Disinformation
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Navigating the infodemic with MIL

Media and Information Literacy

Editors

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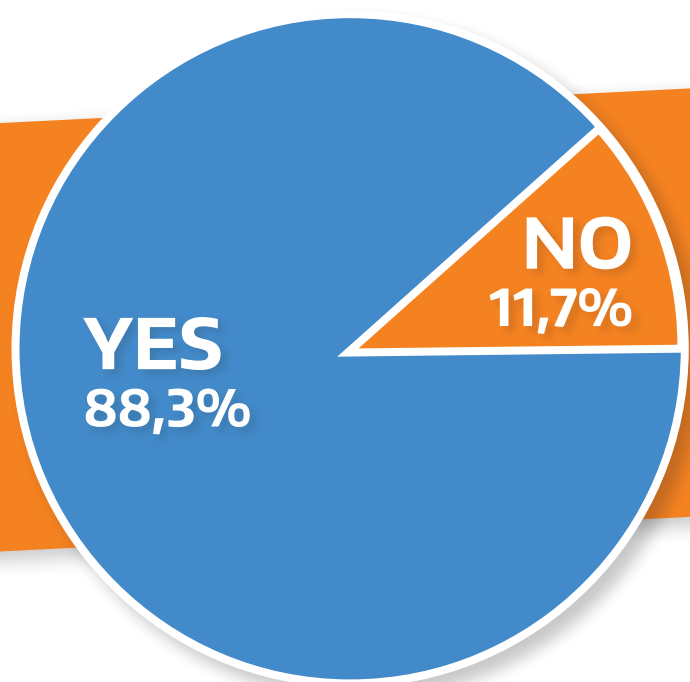**Infodemic Technologies Public Policies**
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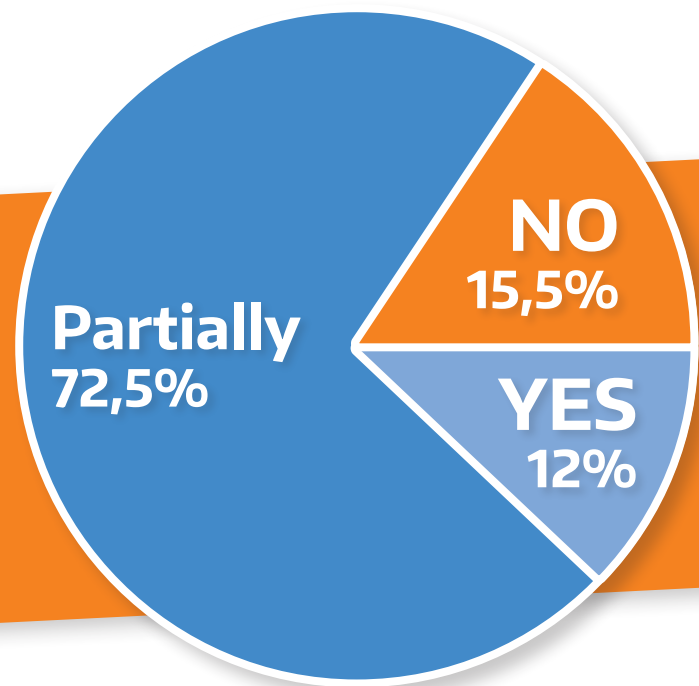**Technologies**

Summary of the book

What is Media and Information Literacy (MIL) and how can it be used to promote citizenship during and after the pandemic, by fighting disinformation? This book answers this question based on the work of the First Conference on Citizenship and Digital Literacy in Times of Disinformation and Pandemic, organized by UNESCO and the Argentine Public Defender`s Office for Audiovisual Communication Services. It is of interest to educators, researchers, students, governments, entrepreneurs, startups, journalists, communicators, influencers, artists and ordinary citizens. The Public Defender`s Office conducted research with teachers that revealed that 93% use digital vehicles during their classes; 88.3% need knowledge about the media and technologies; and more than 70% affirm that their students can identify false information only partially.

Do you need more training in the knowledge of the media and technologies?

YES 88,3%

NO 11,7%

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Education **Experiences**
Education

Are the students able to differentiate content available in traditional media and digital environments?

Partially 72,5%

NO 15,5%

YES 12%

This text addresses these and other issues, such as the need to increase investment in research; teacher training; the urgency of working with new digital technology companies; MIL as an autonomous discipline; the institutionalization of MIL policies;

the need for metrics and evaluations; working with all diversities and transcending cultural barriers imposed by gender and age differences, etc. It shows the theoretical bases, policies, strategies and experiences carried out in Argentina and other countries to solve these challenges. Read this book and transform your environment!

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Infodemic Technologies **Public Policies**
Digital Culture Education Experiences
Technologies

Table of contents

❙ Preface.

Citizenship and Digital Literacy in times of disinformation – Challenges beyond the pandemic

Rosa María González

The challenge is to ensure that educational responses to the problems of the digital world are not exclusively focused on the short term. They rather consist of long-term institutionalized programs and policies. We need to move from raising awareness on specific issues (such as current disinformation in the context of the pandemic) to sustain measurabled interventions. We need to generate indicators to monitor changes in the citizens behavior. We cannot know what surrounds us if we do not have a concrete method to evaluate its evolution. In other words, there is a need for more research investment in this area.

Governments are no externals to this process. On the contrary, UNESCO's recommendation for them is to integrate MIL into its national curricula. Also, invest in MIL teacher training and work closely with civil society, the media, fact-checkers, and internet companies to build a global proposal for MIL citizenship training.

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Technologies **Public Policies Digital Culture**
Education Experiences
Education

II Preliminary words.

Overcome the prophecy. Media and Information Literacy to face economic, social and gender inequalities

Miriam Lewin

The communication ecosystem has changed so much that we now need a compass to navigate it, to avoid confusion, to avoid a wrong course that can shipwreck us. Not only to prevent the potential damage from what we receive, but also to know how to generate content, that incredible advantage that digital technology gives to all citizens, and that we have to use responsibly and conscientiously.

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Infodemic Technologies **Public Policies**
Digital Culture Education Experiences
Technologies

III Introduction.

Digital literacy and citizenship.

Felipe Chibás Ortiz

UNESCO has contributed to promote studies, research and practical actions that foster this vision, not only in schools, universities and the education sector in general but throughout the city with the participation of all social actors, creating the paradigm known as MIL Cities or MIL Cities.

Sebastián Novomisky

Finally, it is also necessary to mention that this generates a new type of relationship between individuals. This relationship is hypermediated by software and hardware, which suppresses, surpasses and at the same time preserves the previous communicational forms. Codified under a digital binary flow it increasingly reconfigures the identities from which we connect ourselves with the world that surrounds us and with the subjects that inhabit it.

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MIL Cities
Transmedia **Communication**
Digital Culture **Experiences** Digital Culture **Transmedia**
Citizenship Competencies Infodemic **Disinformation**

Communication **Pandemic Disinformation Infodemic**
Technologies **Public Policies Digital Culture**
Education Experiences
Education

FIRST PART - Principles and theoretical foundations of MIL

1. Media and Information Literacy (MIL) in the pandemic: challenges and opportunities to fight against the radicalization and polarization of audiences and citizens

Divina Frau- Meigs

MIL must be part of the first curriculum to ensure that young people take advantage of the opportunities of the information cultures and develop resilience against problems such as disinformation, hate speech and polarization.

Transliteracy: the 3 cultures of information

Social uses

Info–Media
Cultural and social skills

Info– Docs
Organizational and editorial skills

Out of the classroom

Criticism
Citizenship
Communication

Research
Publication
Navigation

Transliteracy

**Values
Rights**

**Knowledge
Projects**

In the classroom

Protection
Creativity
Stake

Info–Data
Operational and problem-solving skills

pedagogical uses
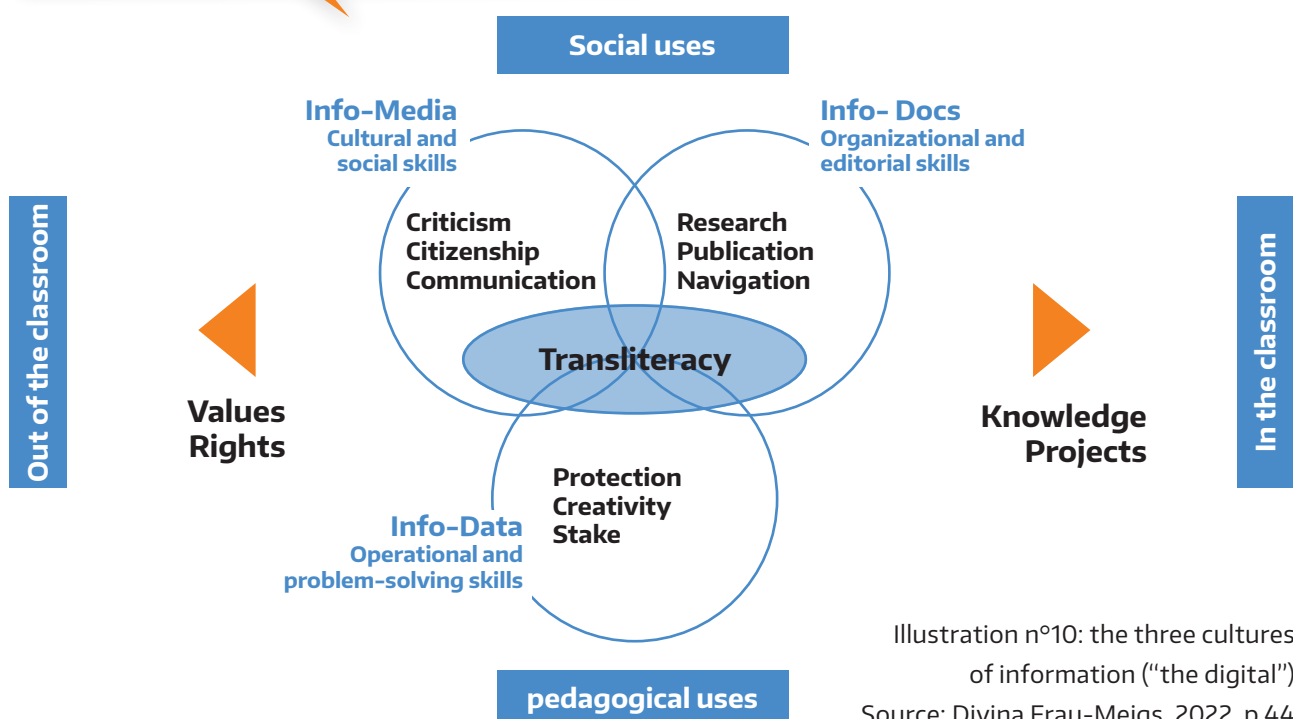
Illustration n°10: the three cultures of information ("the digital")
Source: Divina Frau-Meigs, 2022, p.44

Communication **Pandemic** Disinformation
Infodemic Technologies **Public Policies**
Digital Culture Education Experiences
Technologies

2. Five core concepts of media literacy
Tessa Jolls

*Media literacy aims to enable the population
to discern, classify and manage their risks.*

3. School and transmedia universe: brief statement about fear
Hugo Muleiro

4. Rethinking the educational interfaces in times of pandemic
Carlos Scolari

*Concerning the pandemics and the effect they had
on this environment where young people, the media,
education, and new literacies intersect, we can say that
this small virus brought all the great interfaces
of modernity into crisis.*

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Digital Culture **Experiences** Digital Culture **Transmedia**
Citizenship Competencies Infodemic **Disinformation**

Communication **Pandemic** Disinformation **Infodemic**
Technologies **Public Policies** Digital Culture
Education Experiences
Education

5. Citizenship and digital literacy from a pedagogical approach
Adriana Puiggrós

Digital literacy can only be approached on the basis of knowledge of what others know, including their technologies.

6. The challenge of media literacy in the age of digital noise: 17 projects to learn how to "look" in times of pandemic
Santiago Tejedor

It will be useless to have cyberjournalists if we do not have cybercitizens.

Infodemic
Digital Culture
Education
Disinformation
Technologies
Pandemic
Infodemic **MIL Cities**
Infodemic **Cultural Interfaces** Transmedia **Communication**
Digital Culture **Experiences** Digital Culture **Transmedia**
Pandemic Digital Culture
Citizenship Competencies Infodemic **Disinformation**

Communication **Pandemic** Disinformation
Infodemic Technologies **Public Policies**
Digital Culture Education Experiences
Technologies

7. Public policies facing the challenges of post-pandemic schools
Verónica Piovani

It is key to understand that technology is not only a matter of devices, but of skills and subjectivities.

8. Public policies on communication and education. The pandemic challenge
Dolores Espeja and Luis Lázzaro

9. The pandemic challenges over educational public media.
The PakaPaka experience
Cielo Salviolo

10. Educ.ar: educational and pedagogical sovereignty for educational equality
Laura Marés

11. Communication and education: the rights in the pandemic
Silvia Bacher

12. Some considerations to advance in more comprehensive diagnoses on digital citizenship building processes
Rosalia Winocur

13. Education and communication from educational policies
Monica Pini

Communication **Pandemic Disinformation Infodemic**
Technologies **Public Policies Digital Culture**
Education Experiences
Education

Communication Pandemic Disinformation
Infodemic Technologies **Public Policies**
Digital Culture Education Experiences
Technologies

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Technologies **Public Policies Digital Culture**
Education Experiences
Education

SECOND PART – Experiences, examples and MIL cases in Argentina

Communication **Pandemic** Disinformation
Infodemic Technologies **Public Policies**
Digital Culture **Education** Experiences
Technologies

36. Collective "Back to smile". CIUNSA Type B Research Project No. 2538: "Devicesof power in the context of liberty deprivation. Trans women in Salta. (2018– 2020)"

Ramón Burgo, Yamila Gómez Lujan, María Guadalupe Macedo, Deborah Sabrina Mendoza, Fernanda Carolina Vaca Carrió

37. School radio as a form of content democratization
María Gabriela Giambroni Orbe

38. With the voice in the air and the feet on the ground. Notes on "making radio" from the school
Diego Bogarin

39. Critical reading of media news in school contexts
Flora Perelman, Débora Nakache, Gabriela Rubinovich, Patricio Román Bertacchini, Vanina Estévez, Jimena Dib and Diana Grunfeld