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Navigating the Infodemic with MIL

Media and Information Literacy

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Navigating the Infodemic with MIL

Media and Information Literacy

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Preface. Citizenship and Digital Literacy in Times of Disinformation. The Challenges Beyond the Pandemic

Rosa María González [1]

The entire world has been able to verify during these last months that the only constant in life was, is, and will be change. Although being a very ancient, pre-Socratic concept, attributed to Heraclitus in ancient Greece, this idea makes complete sense in the 21st century, amid the maelstrom caused by the COVID-19 pandemic. This interesting paradox forces us to think of a simple yet complex equation: how to integrate the knowledge acquired yesterday, adapt it to the present, and project our expectations for the future? In other words: which is the best process to prepare for today's challenges and face permanent change?

It was in this spirit that the First Conference on Citizenship and Digital Literacy in Times of Disinformation and Pandemic was conceived in June 2021. The event was organized by the Public Defender's Office of Audience Rights in Argentina and UNESCO. There were precious contributions from various national and international experts, local public and non-governmental promoters from several disciplines. The experts exchanged knowledge to promote the empowerment of current citizens in the digital sphere and project the use of technology and their critical thinking in the future. We are pleased to bring together those contributions in this so welcome publication.

This meeting was also identified as the MIL Conference due to its relationship with Media Information Literacy. Its main reference was another event held a few weeks earlier by UNESCO in Windhoek, the capital of Namibia, on May 3rd, 2021 – which happened to be the World Press Freedom Day. Some of the organizations represented by the authors of this book had an active participation on it. The result of this event – which mobilised all regions of the world – was a final declaration, called the Windhoek Declaration +30, since it was issued 30 years after the famous Windhoek Declaration of 1991.

1 Regional Advisor for Communication and Information for Latin America and the Caribbean, UNESCO Office in Montevideo.

This new and valuable statement fulfils, in a certain way, part of the equation defined at the beginning of this text. It integrates, adapts, and projects. It focuses mainly on defining information as a common good to which we all have a right. As such, it is then both a means and an end for the fulfilment of collective human aspirations, including the 2030 Sustainable Development Agenda. Information itself is an empowering vector for citizens to exercise their fundamental rights. It supports gender equality and enables participation and trust in democratic life and sustainable development.

It also excedes its limits. In situations of emergency or natural disaster, as seen during the pandemic, information – as a common good – plays an irreplaceable role in saving lives: it becomes vital for humanity. At this point – particularly through free and independent journalism – it becomes the antidote or even the vaccine against disinformation and manipulation.

But the present has been turning reality even more complex. Technological Dependence – especially strong in recent months – generates a digital ecosystem strategically designed to sell users' attention and data. This produces a myriad of ever-changing consequences. But perhaps the most worrying and sustained one is the way it favours disinformation: this digital ecosystem does not yet have a concrete model for public interest and freedom of expression to prevail.

In other words, Internet platforms and intermediaries exercise a power that is not rooted in public interest standards and does not treat information as a common good. This circumstance conditions its availability and the one of journalism. And it does not necessarily give priority to its distinctive character and its importance in the ocean of content in which we plunge daily in the digital universe.

This has generated the famous infodemic, an ancient phenomenon that, in a very particular and powerful way, has accompanied the COVID-19 pandemic with erroneous data, hate speech, and even destabilisation of electoral processes, confusion, and fear around the world. And, in the most serious cases, even the death of people who believed in false content and made wrong decisions. The consequences have generated great concern and intense global debate.

At a national level, some governments have sought ways to enforce disclosure and transparency standards and promote public interest standards, as well as public accountability systems with appropriate monitoring mechanisms.

Others are currently studying – some have even pioneered – ways in which "Internet giants" can fund investigative journalism and traditional media, thus strengthening information as a common good.

In order to express the concern and discussion disinformation has generated, a recent study published by UNESCO and the Latin American Observatory of Regulation, Media and Convergence (Observacom) shows that in 2020 a total of 62 regulatory proposals were presented in Latin America to curb disinformation.

We must understand that defending information as a common good is not a simple task if we do not have a strong starting point, capable of sustaining itself firmly over time. Today and tomorrow. I am referring to three key, interdependent conditions that were defined in the Windhoek +30 Declaration and represent the three great challenges of the present.

The first one is related to the media's economic viability and the need for an economic and financial ecosystem that promotes independent media. A system that provides stability, safeguards their independence and fosters quality investigative journalism. To this end, it is essential to recognize and assess the crucial role played by journalism in the production and dissemination of information of public interest – particularly in periods of crisis –. Journalism must be free from capture or influences that may distort information as a common good.

The second enormous challenge is the transparency of Internet platforms. As we said, platforms condition the availability of information and solid journalism, their distinctive character and their importance in the ocean of content of all kinds.

And less but not the least, the third item is citizens' Media and Information Literacy (MIL) capabilities, which enable people to recognize, value, and above all, defend and demand information as a common good. I'm talking about 21st century education, I'm talking about critical thinking adapted to the digital environment.

For those of us who have been working in this area for a long time, the infodemic highlighted the importance and urgency of the issue. There has been a collective governmental awareness around the world about the urgency of equipping citizens – especially young people, and marginalised groups – with digital literacy skills to safely navigate the online universe. At the same time they should learn to protect their privacy, promote their freedom of expression, strengthen their right to information as a common

good and develop a responsible behaviour in the virtual world.

We can see that in addition to the "traditional" demand for press freedom, independence, and pluralism to guarantee information as a common good, we must now add the empowerment of citizens with MIL as an essential requirement to inhabit a just world in the future.

It is good to know that this topic has challenged the population all over the world and generated interesting answers to be shared. The Broadband Commission for Sustainable Development, for example, recently co-funded with UNESCO and the International Telecommunication Union (ITU) a global study on responses to disinformation. The results show a lot of creative and innovative educational alternatives to disinformation, implemented worldwide during 2020.

From traditional school programmes led by governments to initiatives such as online educational games or dissemination of fact-checking tools. From content verification guides by the media or NGOs to outstanding teacher training, the responses have been many and varied. We have also found a significant number of educational tools.

Despite all these inspiring answers, we must know that there is still much to be done. Because change, as we mentioned at the beginning, is permanent. The difference, in today's world, is that the gaps are narrow and the speed of transformation is faster. Much remains to be done and we must take advantage of the present to capitalise this.

The challenge is being careful and alert so that educational reactions to the infodemic are not exclusively focused on the short term, with the risk of losing sight of long-term institutionalised programmes and policies. We need to switch from raising awareness of specific issues (such as disinformation in the pandemic) to sustained interventions that can both be measured and generate indicators to monitor changes in citizens' behaviour. We cannot know what surrounds us if we do not have a concrete way to assess its evolution. In other words, more investment in research is needed in this area.

Governments are not oblivious to this process, quite the contrary. UNESCO's recommendations are to categorically integrate MIL into the national curricula, invest in MIL teacher training, and work closely with civil society, the media, fact-checkers, and Internet companies to build a global approach to citizenship training.

On this basis, the Windhoek +30 Declaration calls on governments to integrate long-term strategies and action plans focused on media and information literacy to build citizens' resilience against disinformation, misinformation, or hate speech, and promote civic participation in democratic life.

The Declaration also calls on journalists, media, civil society, and scholars to undertake monitoring, lobbying, research, policy development, and awareness campaigns engaging public actors. Also, to provide expertise and support to address the problems caused by the measures taken by governments and digital platforms –including their lack of transparency– and to increase their commitment to Media and Information Literacy actions.

Together we must ensure that MIL is prioritised in the long term on national, regional, and international agendas as a fundamental aspect of the sustainable development of our societies.

The texts gathered here follow this direction, with debates, reflections, and contributions that integrate experience and knowledge. The objective is to inform and accompany MIL actions that advocate information as a common good at the national and regional level, in the directions outlined in the Declaration of Windhoek +30.

I invite you to read these texts that illustrate the MIL efforts developed so far in Argentina, which may serve as a guide for other countries in the region, as well as for other continents. And it may become a technical reference to face tomorrow's changes with more knowledge and strength.

Initial Considerations: Overcoming the Prophecy. Media and Information Literacy to Face Economic, Social, and Gender Inequalities

Miriam Lewin [2]

Many years ago, in 1997, I briefly interviewed Ray Bradbury at the Book Fair in Buenos Aires. The question was: "What should we fear in the future?" The answer was short and devastating: "Ourselves".

Several times during the COVID-19 pandemic I reflected on this premonitory word. Almost twenty-five years later, we can see that several of mankind's creations, supposedly for wellbeing, have developed a dark side beyond our will, unforeseeable to most. Hopes about the democratising power of knowledge circulating thanks to the Internet have been partially frustrated by reality. It is not a question of demonising the network but of being realistic. Bradbury's phrase was not apocalyptic, because if the danger nestles in each person, everyone has the power to neutralise the damage.

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

There is a growing conviction – both at school and outside it – of the need to promote capabilities that empower and promote critical skills. This also highlights the particularities of the times we are living in: the reality of the countries, the inequality among them – or even among their different geographical areas –, cultural diversity, access to connectivity and its cost, which obstructs access to fundamental rights. Because the Internet is today as necessary as electricity or water for access to education, work, and health.

In addition, we can mention the digital gender gap: women have less access, are poorer, and have less time available. According to CEPAL (Güezmes García, 2021), women in Argentina spend three times as much time as men in unpaid work, mostly in the private sphere, in their own homes, or as support for other households. And in the pandemic – with school's closure,

2 Defender of the Public of Audiovisual Communication Services, Argentina.

the increase in sanitising requirements, and health care demands – this gender inequality in work distribution has increased.

This impacts significantly on inequity, and Media and Information Literacy can make it visible and can help alleviate it. A recent and very interesting document – the Seoul Declaration, UNESCO (2020) – highlights the importance of Media and Information Literacy as a guarantee of access to information, freedom of expression, protection of privacy, prevention of violent extremism, promotion of digital security and combating hate speech and inequality, making a special mention of the relevance of its application for "the achievement of Gender Equality and the Empowerment of Women and Girls."

In addition, there are other ethical problems. Not only in the media but also in the minds of all of us who receive and produce content in the digital environment.

There is an undoubted difficulty when we talk about MIL. The ministries of education have been quite concerned about guaranteeing educational continuity in the virtual environment. Online? Face-to-face schooling? How do you weigh the risks of face-to-face attendance when there were more than 700 deaths per day in Argentina? These emergencies became an excuse for these new tools not to be considered a priority. At the Public Defender's Office, we believe that it was necessary to make urgent decisions. In that sense, the crisis was surely a missed opportunity.

However, there is still time. Not everything is lost if we acquire the necessary knowledge, both in and out of school, to clear the way. To reverse the risks and enhance the advantages, to avoid the enslavement of algorithms, and avoid being trapped in echo chambers that consolidate prejudices and neutralise the richness of diversity.

From the public sector, with the right alliances, such as the one we consolidated with UNESCO, with universities, schools, and civil society organizations, we will be able to bring audiences closer to the effective exercise of the human right to communication.

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Introduction. Digital Literacy and Citizenship

Por Felipe Chibás Ortiz [3] and Sebastián Novomisky [4]

These book's articles are the result of the First Conference on Digital Literacy, Citizenship and Disinformation in Times of Pandemic[5], jointly organised by the UNESCO Regional Office in Montevideo, Uruguay, and the Public Defender's Office of Audience Rights. Five thousand people participated in the event, either following the live streaming or visualising the recordings afterwards.

The Conference was inspired by the Declaration of Windhoek + 30 (UNESCO, 2021, 2021 a), a document that emerged from the international event held in Namibia, as well as the regional preparatory event organised by the UNESCO office in Montevideo on May 5, 2021.

The main purpose of the meeting was to bring together researchers, academics, public policy managers, community and private organizations, to share experiences and knowledge on Media and Information Literacy (MIL); to synthesise experiences on MIL development, disinformation and hate speech in pandemics; to systematise the effects of the pandemic on the education system with different actors involved and to prepare proposals for the development of future public policies. Among other results, this meeting led to this book, which we are now pleased to introduce.

As a result of this Conference, the Public Defender's Office also carried out a survey with elementary and high school teachers from all over the country, as part of a supporting plan about communication in conventional media and digital platforms. This survey confirmed that a very high proportion of the respondents state they need training on this subject for their work. When confronted with the question "Do you think you need more training in Communication Media and Technologies?" 88.3% of the

3 Professor at the University of São Paulo (USP). Latin American and Caribbean Representative from UNESCO MIL ALLIANCE. Member of the steering committee of UNITWIN and co-leader of the UNESCO Gown and Town initiative.

4 Training and Promotion Director of the Public Defender's Office of Audience Rights.

5 https://defensadelpublico.gob.ar/navegando-la-infodemia-con-unesco/

participants answered affirmatively, and only 11.7% said "no", according to preliminary results.

Training in this area is fundamental when considering the incorporation of digital resources in the classroom. According to partial data, 93% of the consulted teachers use them to work at school. Among the main uses of digital resources in the classroom, web search and videos from platforms such as YouTube stand out. But also, the use of public tools such as the Juana Manso platform, the resources of the Encuentro channel, and the official sites of the provincial and national Ministries of Education.

Another interesting fact revealed by the survey is the high proportion of teachers –more than 70%– who state that their students can only "partially" identify false data (whether it is data circulating in digital environments or published in conventional media).[6]

This "in process" study, together with the information collected during the conference day, shows the importance of the topic, its urgency, and the gap existing both in terms of public policies and different social projects.

The following pages are part of this framework and have the First Conference on Digital Literacy, Citizenship and Disinformation in Times of Pandemic as its starting point. At the same time, this book articulates all joint initiatives resulting from that meeting. This publication condenses what happened at the Conference, but tries to go a step further and also synthesise the results that took place since then.

"To teach MIL, one must do project pedagogy."
Divina Frau-Meigs

The conference and this book both recover experiences and pieces of work that showed what has already been done in MIL in Argentina and other countries, as well as new experiences and international trends.

Information as a common good has always been a neuralgic point of freedom of expression and access to information (UNESCO, 2021 a), especially in global and Latin American societies facing a pandemic, living in confinement, and doing home office. Information and communication are essential to making decisions and implementing solutions on a national scale. But also in

6 https://defensadelpublico.gob.ar/consulta-a-docentes-sobre-alfabetizacion-mediatica-e-informacional/

communities, neighbourhoods, institutions, groups, families, and individuals. These decisions can be a matter of life or death for people.

MIL was analysed before and during the pandemic from a local, regional and international perspective. As part of this study, specific issues were considered: the increase in MIL research investment; teacher training; the need to work together with new digital technology companies; the inclusion of MIL as a main discipline –and not as an annex of others or a cross-curricular content– from elementary education to universities; the urgency of working on the institutionalisation of MIL policies as citizenship training, also taught through digital platforms of formal and non-formal education; the need to create safe metrics and evaluations and that MIL works with all diversities were analysed. Another common issue was the need to transcend cultural barriers imposed by gender, age, ethnicity, or religious differences, among others.

"It will be useless to have cyber journalists if we do not have cyber citizens."
Santiago Tejedor

These theoretical and political concerns have as their point of departure the transformations in culture generated by the new communication ecosystem –which has reached another dimension with the arrival of the pandemic.

New social practices and behaviours are born every day, and the logic of the labour market, family and daily life are aligned with innovations in science, technology, and the new demands that transform values, especially in this period of dramatic changes. Due to the COVID-19 pandemic, many people found themselves confined to their homes, doing their jobs and offering their services, studying and participating in webinars and purchasing at the supermarket and completing banking transactions, as well as sharing more information, everything through the Internet, from their small private physical space or work establishments.

Today, the new communication and media culture transforms the technical element into social value, especially in social networks. We live in an increasingly plural society. However, each member aspires to have an individualised but also collective voice that can be heard anywhere in the world in real-time. It is a complex universe.

"We see things not as they are, but as we are."
H.M. Tomlinson

Cultures and subcultures, new influencers and protagonists (who can be social groups such as women, LGTBI+, indigenous people, Afro-descendants, the elderly, teenagers, young people, people with functional diversity, obese, emigrants, etc.), that used to occupy marginal positions in public discourse, might now acquire visibility and legitimate voice in the digital sphere. From a post humanist perspective that is increasingly gaining more and more followers (Felice, 2012, Chibás Ortiz, F.; Grizzle, A.; Borges, A.; Ramos, F.; Mazzetti, B.; Silva Junior, O. 2020), this is also extensive to objects, machines or animals. It is necessary to educate these new actors on how to read, interact and claim their rights, using strategies and formal and informal ways throughout life, using new technologies with empathy and respect, and local ethics as a MIL pillar.

New metaphors, languages, and images appear on the Internet. The growing need of different sensitivities, of experiencing an unprecedented chromaticity, and have access to new emotions, seems to be the ultimate goal of Internet users. It is necessary to teach users to support each other and to interpret and interact ethically in this new blended, transmedia universe that mixes face-to-face and digital ecosystems.

According to Rosa M. Gonzalez and Divina Frau-Meigs, these issues should be discussed within the MIL cities framework. In other words, it is important to invite new social actors to this debate –influencers, start-ups, technology-based companies, and digital platforms– in order to transform MIL education into a challenge that involves everyone.

"I am a global-thinking educator."
Paulo Freire

UNESCO (2018, 2019) has contributed to promoting studies, research and practical actions that foster this vision. Not only in schools, universities and the teaching sector in general but throughout cities with participation of all social actors, creating the paradigm known as MIL Cities. This is an innovative vision of the city and information as a common good. It includes the integration of the physical and digital city, empowering people, using new technologies, respecting diversity and an ethical treatment of information.

This was also reaffirmed in the Declaration of Seoul (UNESCO, 2020) and the Declaration of Windhoek + 30 (UNESCO, 2021). To achieve this goal, the importance of diverse actors' roles was stressed, especially stakeholders',

the so-called five agents of social innovation: governments, scholars (professors, students and researchers), private companies (including start-ups and traditional and digital media conglomerates), artists, and ordinary citizens (Chibás Ortiz, Grizzle, et al, 2020).

This topic took on special relevance in the last Media and Information Literacy Week (UNESCO, 2021 b), where a special event to discuss MIL Cities took place and a new book on the subject was launched[7].

These and other new trends, such as those referring to the importance of transparency of the algorithms used by digital communication companies and producers of digital applications, and MIL resources to fight the psychological discomfort caused by the pandemic and the excess of work are some of the topics already anticipated, in an explicit or implicit way in this book.

"It is key to understand that technology is not just a matter of gadgets but also a matter of skills and subjectivities."
Verónica Piovani

In order to think in depth about this problem, at the crossroads of the technological stage and MIL, it is necessary to incorporate the notion of the digitization of culture, which is transversal to many of the approaches featured by this publication.

The digitisation of culture is a process. We can observe a modification between the initial analogical stage and the one that is being built every day with greater speed and byte to byte, and which we do not know completely how far it can go.

When thinking about this process, emphasis is placed on the time and the transformation it produces. At the same time, by stating this is a new way of structuring the symbolic field, we are describing the configuration of a new symbolic-digital architecture, programmed based on zeros and ones that function as a structuring structure.

Finally, it is also necessary to mention that this generates a new type of relationship between the subjects, hypermediated by software and hardware. A new type of relationship that suppresses, overcomes and also maintains the previous forms of communication and which, codified

7 https://defensadelpublico.gob.ar/consulta-a-docentes-sobre-alfabetizacion-mediatica-e-informacional/

under a digital binary flow, reconfigures more and more the identities from which we connect with the world around us and with the subjects that live there (Novomisky, 2020, p. 64).

So, MIL's problem lies in a radical change in the form of relationships between subjects and between subjects and the world. If cultural codification is being altered, we must consider the skills at stake for the consolidation of a full Digital Citizenship, with democratic systems that can adapt to this transfer of knowledge, from parks and streets to screens and platforms.

These new spaces make it necessary to add something that came up in the Conference and that is resumed in this book: the regulation of the digital environment. We know that self-regulation and multi-stakeholder processes are being developed, and we are part of them. Other processes, namely to as public sector building and co-regulation are in progress.

As a concept, media literacy is a set of skills to critically read information, actively produce content, and participate responsibly in the online society. We understand these skills as an essential "toolbox" to get the most out of the universe of information to which we are exposed.

But in this universe of information, where we all become "prosumers", unfortunately, there is abundant dissemination of hate speech and disinformation. This demands from all of us to develop a critical view of the information we consume and produce.

We need to see MIL as a right of every student. So, we need to make a great effort to make this happen. How? By convincing political leaders, training teachers, offering content for young people, and, above all, persuading society of the importance of supporting media education.

"It is only possible to approach digital literacy on the basis of the knowledge of others, which includes their technologies."
Adriana Puiggrós

In Latin America, we cannot isolate educational communication from the problem of inequality. Therefore, this book –which collects viewpoints from an international agreement–, proposes to put focus on this region. Since Latin America is the area of the planet with the greatest inequality, MIL must be conceived as a device for inclusion.

The pandemic has shown the previous inequalities and, in many cases, made them visible, even though we know that they are not new. Connectivity,

access to devices, and training in the fundamental skills required for digital citizenship are part of the set of basic skills that we must guarantee in the education of boys and girls, young people, and even adults.

The tension between connected and disconnected people was present in many moments of the debate and exposed the need to differentiate strategies in both directions, including content and proposals. Both are fundamental and complementary in the end but must be applied in different ways and with different tools.

"This pandemic makes evident the crisis that the great interfaces of Humanity had: school, libraries, museums."
Carlos Scolari

The need to rethink MIL from a historical perspective is also present in these debates. We can recall at least three stages in educational communication work. First, in the 1980s and 1990s, what could be classified as "critical reading of the media", with a more analytical approach, especially to radio and TV content. (Huergo and Fernandez, 2000).

Then, at the beginning of the 21st century, there were many instrumental and technical projects were, such as the delivery of technological equipment. These experiences, their objectives and development degrees are very diverse. We can mention a series of highly valuable initiatives in Latin America, such as *Plan Ceibal* in Uruguay, Enlaces (Links) in Chile, *Huascarán* Project in Peru, *Computadoras para Educar* (Computers for Education) in Colombia, Conéctate (Connect) Programme in El Salvador, *Escuelas del Futuro* (School of the Future) in Guatemala or *Plan de Inclusión Digital Educativa* (Digital Education Inclusion Plan) and *Conectar Igualdad* (Connect: equality) in Argentina, among others. They are all examples of policies that seek to support these transformations, add them to the school universe, and guide them in a certain direction (Dussel, 2011).

Entering the 21st century –and returning to the problem of integrating MIL teaching– we can acknowledge that it is now necessary to combine technological devices for the development of skills, with a critical look at traditional media and digital platforms. The political economy of platforms, the use of digital traces, and certain risks (*cyberbullying, grooming*, etc.) are elements that we must integrate into the skills that also allow us to manage in digital environments for full and democratic citizenship, along with social and economic inclusion.

"The communication ecosystem has changed so much today that, more than ever, we need a compass to navigate it"
Miriam Lewin

In this scenario, the Public Defender's Office in Argentina –in a strong alliance with UNESCO's Regional Bureau for Science in Latin America and the Caribbean, in Montevideo–, established an action schedule that, as previously mentioned, will add teacher training, educational games for students and strategies on disinformation especially aimed at older adults. This enable a proposal that quickly responds to current demand from audiences who, being part of this new communication ecosystem, often find themselves deprived of the necessary tools to overcome it.

Hence the MIL keys that give the title to this book, are fundamental to navigate not only the infodemic but also the world that communication and information technologies have placed in our hands.

The following pages are structured in three parts. The first one presents the essential theoretical and epistemological foundations of Media and Information Literacy (MIL), especially in the chapters by Divina Frau-Meigs and Tessa Jolls. In the second part, conceptual interventions continue and examples of MIL policies and methodologies in different Iberic-American countries are added, without losing contact with the specific realities analysed. Finally, the last part shows concrete experiences of MIL projects in Argentina, with potential application in other contexts. Each of these allows us to recover the knowledge that we find today in the concrete practices that, in a creative and committed way, responded to the pedagogical continuity in the context of isolation produced by COVID-19.

We understand this is the importance of this book: it puts into dialogue chapters that show the theoretical basis, examples of policies, methodologies, and current experiences of Argentina and other countries on MIL. Experiences that can serve as a beacon for other geographies that wish to seriously delve into this issue that concerns international organizations such as the UN (2021), UNESCO (2021), UNICEF (2015) and WHO (2021), governments, companies, start-ups, digital platforms, marketing, and communications agencies, universities and schools, artists and the general public.

New trends, such as the importance of algorithm transparency –used by digital communication companies and digital applications creators–, and

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MIL resources to combat the psychological distress caused by the pandemic and the excess of home office work, are some of the new topics that may appear in future conferences. May new conferences, debates, experiences, and reflections in MIL be inspired by this text and its dreamy but practical ideas. Ideas that can serve to transform realities in Argentina, Latin America, and the Caribbean, and hopefully, in other parts of the world.

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Principles and Theoretical Bases of MIL

Media and Information Literacy (MIL) in the Pandemic: Challenges and Opportunities to Fight Radicalization and Polarisation of Audiences and Citizens

Divina Frau-Meigs [8]

Abstract

The first step is to make a diagnosis of the situation of disinformation: the actors involved, the types of consequences (radicalization, polarisation, etc.), and the uses and abuses that are harmful to both individuals and democracies. Several solutions stand out: self-regulation of digital and mass media, regulation by the States, and the education of society through Media and Information Literacy (MIL).

The MIL is faced with the need to change its ante-digital perspective (before the digital age) and embrace the challenges of digital misinformation, which involves various actors, such as those fact-checkers, teachers, and students, and smart tools that can be shared. This smart strategy is experienced in the You check! European Project, which provides answers on how to foster resilience in citizens by using MIL strategies. The results of the project highlight the need for visual literacy and the benefits of democratising fast-checking tools outside the professional environment of journalists. They also demonstrate that MIL can be a quick response in times of pandemic and it is essential to put it in the core curriculum of schools and universities.

Keywords: Media and Information Literacy; Pandemic; Disinformation; Democratisation.

Disinformation has covered plenty of room during the pandemic, since fake news linked to health has been added to fake political news, exposing everyone's life to mortal risk (Bradshaw and Howard, 2018; Morgan, 2018). So, on the one hand, we need to identify how disinformation produces polarisation in the networks and the media, damaging the quality of dialogue and diversity in democracy (Carlsson, 2019). And on the other hand, to check how Media and Information Literacy (MIL) provides solutions against disinformation and builds resilience in users in a sustainable way.

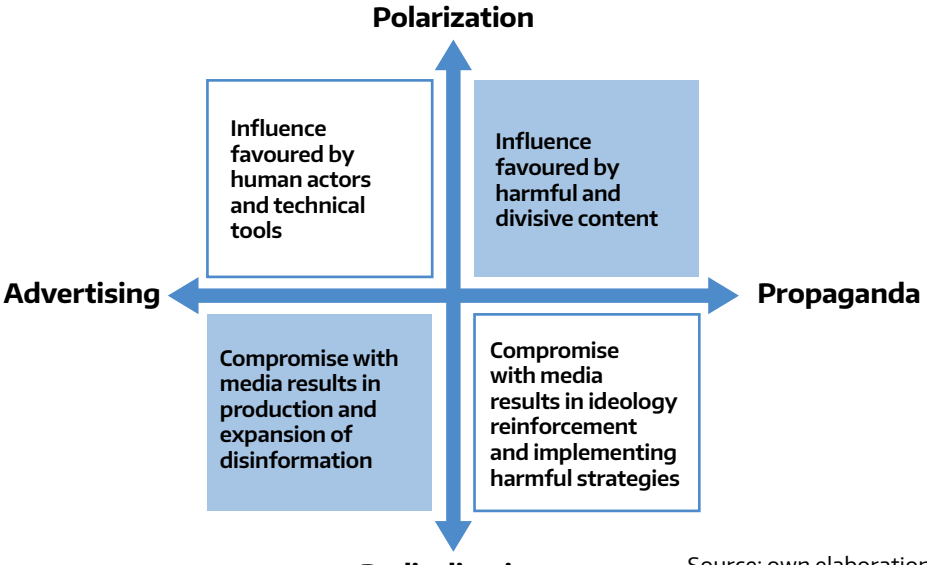
8 Professor in info-communication, UNESCO "Saber Devenir" House.

We have to face the reality of a pandemic combined with a huge infodemic, which manipulates people's fear of COVID-19 and politicises scientific and medical acts (get vaccinated, wear a mask, keep distance, etc.). And the solution is as extreme as the evil itself: to include MIL in the first curriculum. It can't be an adjustment variable we use from time to time, if we have time, and if not, we leave it aside.

I. Establishing a diagnosis of a complex situation

When looking at research and trying to make a synthesis of the work on disinformation (an essential stage in MIL, which consists of observing, analysing, understanding, and exercising critical thinking before looking for solutions), two strong tendencies are evident (Illustration no. 1). In the axis of politics, disinformation has two impacts: on the one hand, polarisation of the population, with people who do not speak to each other and the media that do not speak to each other. On the other hand, radicalization, that is, a very strong separation between people on the extreme right and people on the extreme left, and great difficulty in finding compromises. In the commercial media axis, what is noticeable is that we stand between propaganda and advertising.

Illustration N°1: The Two Axes of Disinformation.



Source: own elaboration.

Because of the revenue they earn from advertising, platforms make money from the circulation of disinformation: the news and messages that generate the most attention and traffic, particularly those that are alarming, scary, or sensationalist (click bait), receive more views and comments, which produces, in turn, more opportunities for product promotion and rewards from individuals and sites that broadcast them. This has consequences in terms of the influence these media exert on our behaviour and the resulting engagements that result from this situation, in terms of the amplification or not of false news. The amplification is done by the users themselves, sometimes unknowingly and sometimes consciously. But certain users also use social media to reinforce their ideology, implementing strategies that are harmful to democracy, especially the spread of disinformation in times of pandemic (Frau-Meigs, PUF Quessard; Wardle and Derakhshan, 2017).

Once the diagnosis is done, it is possible to map the types of abuses that exist in disinformation and the respective types of damage (Illustration N°2), to establish the reality and complexity of the situation and focus on the "grey areas" – where there is no jurisdiction or law. There are psychological abuses, such as insults and stereotypes; there are also physical abuses, such as intimidation or harassment. But the most important for democracy is political abuse, where interference from other countries, conspiracies, and the disclosure of private data are revealed. And that has consequences on the political body, with damages such as destabilisation, polarisation, fraud, or blackmail by different types of actors – individuals, countries, activist groups, etc –. This mapping is very important to find solutions: putting all these issues on the table makes it possible to see what the priorities and the realities are in each national and local environment, without forgetting that there are cross-border and transmedia manipulations, as they take advantage of the opportunities of globalised social networks (Frau-Meigs, 2019).

Illustration N° 2: The Informational Risks of Disinformation.

Relationship between types of abuse and damages in case of disinformation.

	Psychological (Contents)	Physical (conduct + contact)	Political and commercial (Conduct + consent)
Types of abuse (perpetrator, amplifier)	**Insult**	**Threat**	**Disclosed data**
	Stereotype	**Hacking**	**Interference**
	Scapegoat	**Intimidation**	**Activism**
	Ostracism	**Bullying**	**Conspiracy**
	Slander (against reputation)	**Damage**	**Clickbait**
	▼ **Refers to mind**	▼ **Refers to Body**	▼ **Refers to Political Body**
Types of damage (victim)	**Fear**	**Violence**	**Destabilisation**
	Loss of self-esteem	**Wounds**	**Polarisation**
	Anxiety	**Self-harm**	**Speculation** (hoax crash)
	Hate speech	**Immobility** (not going to vote)	**Electoral Fraud**
	Self-censorship	**Devastation**	**Blackmail**

Source: own elaboration

Faced with this complexity, in democratic countries where freedom of expression is crucial and were there are attempts to avoid censorship, the solutions proposed are diverse (Illustration N°3). Self-regulation of social and mass media (verification, demonetization) is the preferred approach, as it places the responsibility on the platforms and their online practices. Regulation by the State (enacting laws) can only come after the

fact, if there is evidence of abuse and damage. Education is the best self-regulation, as it acts as a filter for each individual, but it means long-term action (Frau-Meigs 2019).

Illustration N°3: Solutions by Type of Actor.

Solutions	Actors	Actions	Criteria
Self- regulation	Mass media	Verify Dilute Mediate	Grids and indexes Codes of Ethics Editorial Independence
	Social Networks	Filter Suppress Demonetise Share	Access to Quality Transparency Accountability Loyalty
Regulation	States	Legislate Finance Protect	Sanctions Media Support Counter Narratives
Education	Civil Society	Teach Mobilise Look out Defend	Media Education Public Campaigns Observatories Class Actions
Co-regulation	Everyone	Promote Evaluate	Governance Mechanisms Reports

Source: own elaboration.

II. Finding Out the Potential of MIL in Times of Emergency and Uncertainty

One of the challenges in the field of education is to develop strategies that are not just for the long-term but to respond to emergencies such as the pandemic. This is one of the proposals of MIL when conducted in a focused and integrated manner in the curriculum. This was the challenge of Youcheck![9], The project was funded by the DG-Connect division of the European Commission - which assigned experts and professionals from

9 www.project-youcheck.com

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four countries (Spain, France, Sweden, and Romania) for one year (2019-2020). Several actors were articulated in this project: journalists, digital tool developers, and teachers with their students (15-17 years old). The idea was to use the InVID-WeVerify[10] plugin, a tool for checking false images, developed for journalists (Boncheva, 2020). And give it a less professional frame, opening it to a broader audience, such as young people.

InVID-WeVerify's functionalities are very interesting because they are smart, they are cognitive and imitate certain mental processes. The most outstanding ones allow retrieving "metadata" on videos and images, fragmenting videos into keyframes (key images), to make "similarity searches" and complex searches on social networks (Facebook, YouTube, etc.), to compare the efficiency of search engines (Google, Yandex, Baidu, etc.), examine images through a "magnifying glass" and analysing them with filters to detect changes or forensic. The parallelism with the cognitive processes for interpreting images allowed young people to resort to their abilities to retrieve data, do searches, compare images or apply filters. It also made it possible to fight cognitive bias and to vary its online users to provide more safety in the veracity of the information and, potentially, resist polarisation and radicalization (Lewandowsky, Ecker, and Cook, 2017).

The intervention took two hours. A common application guide was used for all teachers in two classes for each country (illustration n°4). In the first period, students reflected on disinformation, democratic and media risks, uses and abuses, and their own online behaviours in the search for information (McGrew 2020; McGrew and Byrne 2020). In a second moment, they were introduced to the InVID-WeVerify tool so that they could take the dubious information test themselves (Akkerman et al 2013; Anderson and Shattuck 2012).

10 https://www.invid-project.eu/tools-andservices/invid-verification-plugin/.

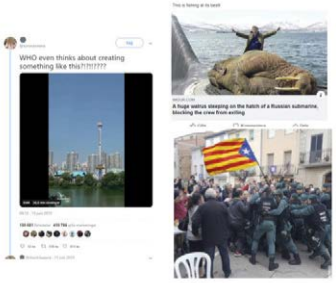
Illustration N°4: Lesson Stages.

Práctica para estudiantes en pequeños grupos.

1. Identifica diferentes tipos de desinformación:
   - A. Sitios web virales – clickbaits para ganar dinero con palabras como "impactante", "asombroso", "cotilleo"
   - B. Webs satíricas:: comentarios divertidos o inteligentes
   - C. Impostores: intentan robar dinero o tu identidad
   - D. Figuras ideologicas: propaganda desde una visión sesgada del mundo
   - E. Figuras extranjeras: desorden de la información y guerra cibernética
   - F. Gente común – comparten sin preocuparse
2. Clasifica las noticias según sean más o menos perjudiciales
3. ¿Por qué alguna información engañosa es más dañina que otra información?

Práctica para los estudiantes: Investigar noticias digitales con Invid-WeVerify

1. Descarga el plug in InVID (In Video Veritas)
2. Realiza la práctica para estudiantes (en el folleto digital, próxima diapositiva)



¿ES CREDIBLE, TENDENCIOSO O FALSO?

¿Quién está detrás de esta información?
¿Cuál es la evidencia? ¿Qué dicen otras fuentes?

- **Práctica para estudiantes (2-3 personas en cada grupo)**
- 1) **Similitud:** ¡Doble verificación! Búsqueda inversa de imágenes para ver de dónde proviene la imagen y posibles manipulaciones. Explora varios motores de búsqueda, como Yandex, Bing y Google.
- • Comienza haciendo click en este post de Imgur
- Haz clic derecho en la imagen y utiliza *Fake Video News Debunker* de Invid - para hacer una búsqueda inversa de imágenes en Yandex, etc. ¿Es creible? ¿Por qué? ¿Por qué no?
- 2) **Forensic:** Tú eres el detective! Detecta lo que pudo haber sido una manipulación.
- • Comienza haciendo click en este post de Twitter
- Haz click derecho en la imagen y utiliza *Fake Video News Debunker* de Invid - Forensic. Enviar y desplazarse hacia abajo. ¿Es creible? ¿Por qué? ¿Por qué no?
- 3) **Fotogramas:** Détente y analiza el video! Comienza haciendo click en este video de Twitter.
- Utiliza la herramienta fotogramas en Invid. Inserta el enlace de twitter link en fotogramas. Después, realiza una búsqueda de imagen inversa. ¿Es creible? ¿Por qué? ¿Por qué no?

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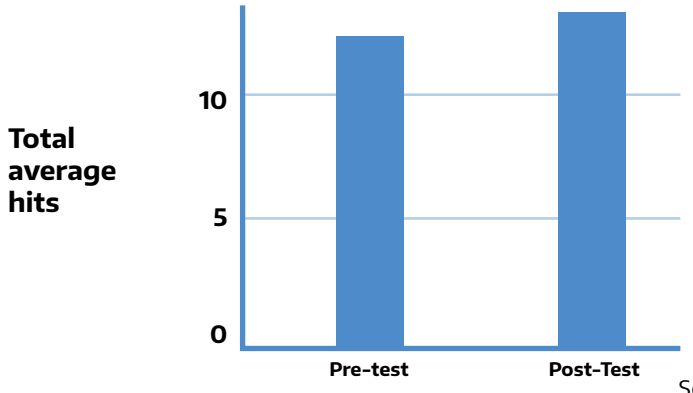
The graphs show the different stages of the assignment that students worked on with the InVID-WeVerify tool. They identified different types of misinformation, classified the news according to how damaging it was and asked themselves about the harm of misleading information. They also asked themselves who was behind the information and what were other sources saying about the same issues. Finally, they developed a series of explanations for the different cases.

Source: own elaboration, based on http://project-youcheck.com/wp-content/uploads/2021/01/YOUCHECK-PPT-FOR-TEACHERS-20200114-SP-v02.pdf.

The research was carried out based on a pre-and post-test to evaluate the general performance, the use of the tool and, if it happened, the behaviour change. The results show a considerable improvement (Illustration N°5).

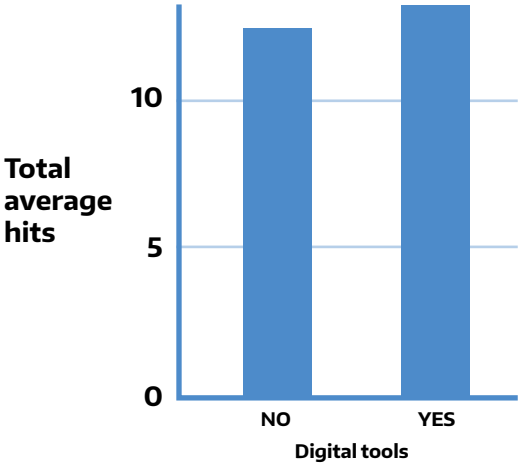
Illustration N°5: General Performance.



Source: own elaboration.

In addition, the effectiveness of using verification tools also increased thanks to this intervention. Students discovered the existence of these online resources, sometimes in an obvious way, in countries such as Romania and Spain, for example, where they were not widely used. (Illustration N° 6).

Illustration N°6: The Use of Verification Tools.

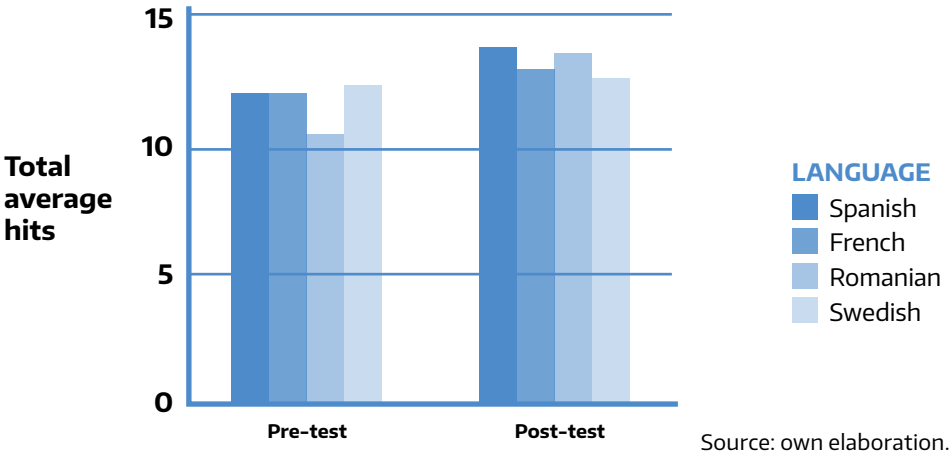


	Pre-test use	Post-test use
Spain	8.5 %	64%
France	29%	42%
Romania	23%	91%
Sweden	8.1%	27%

Source: own elaboration.

These results were also confirmed for the use of InVID-WeVerify as a tool by itself (Illustration N° 7), even if it is complex to use.

Illustration N°7: The Use of INVID-WERIFY.



Source: own elaboration.

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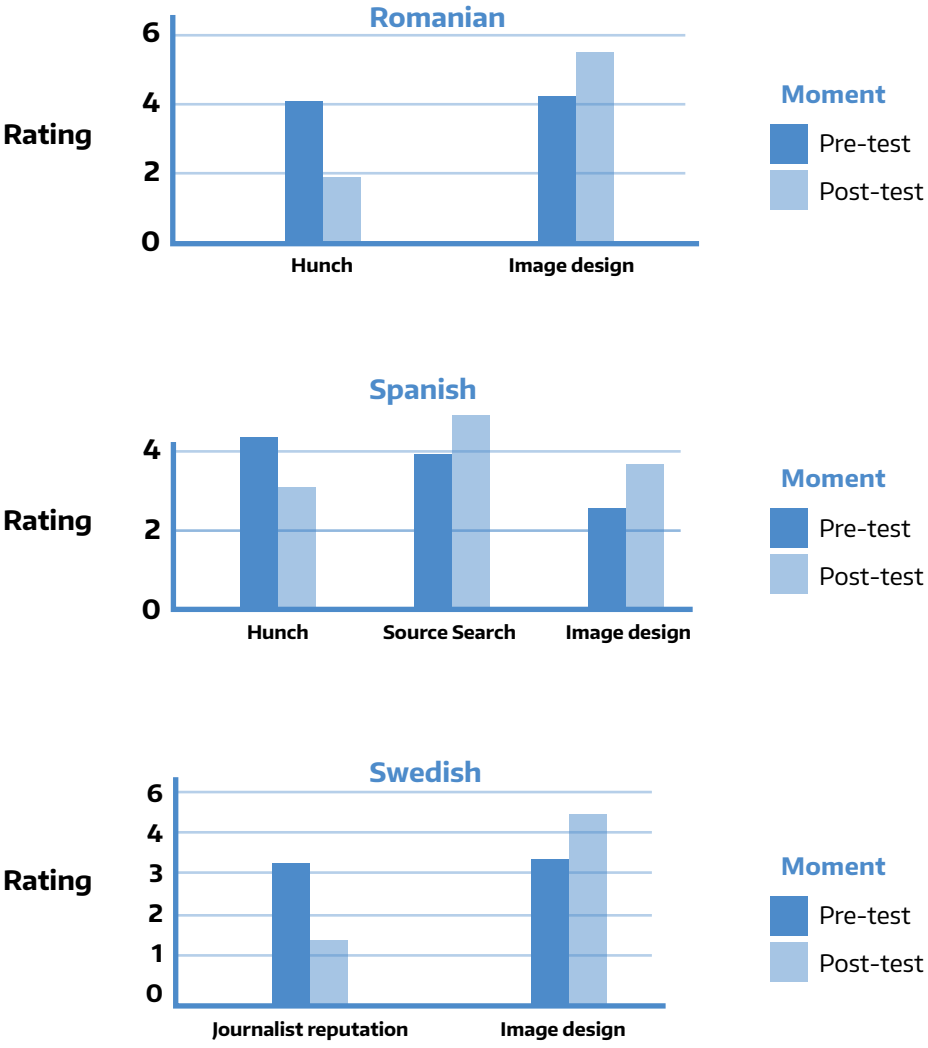
But the most surprising and encouraging results were the ones in terms of behaviour change. This is one of the challenges of the MIL in terms of efficiency and impact (Illustration N°8), also confirmed in other research (Guess et al, 2020; Shen et al, 2019).

Illustration N° 8: Behaviour Change Towards Disinformation.

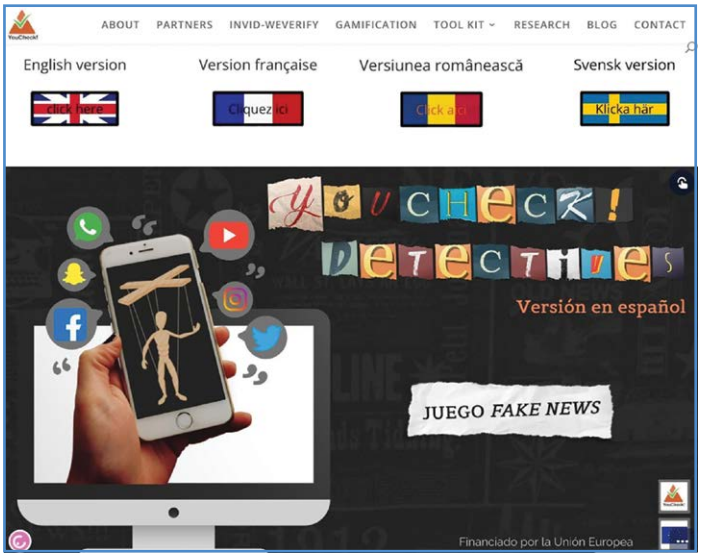


Source: own elaboration.

The students paid a lot of attention to the design of the images, which was a skill they did not have when they started. They also realised that they could research sources of information, with websites dedicated to verification. That allowed them to get rid of hunches (gut feelings) about what they saw and trust them not by instinct, but with arguments (Nygren et. al, 2021).

In addition, to complete the MIL perspective, which is intended to be dynamic and participatory, a game on disinformation, Youcheck Detective was developed. The game allowed direct access to the tool without the need to participate in the course (http://project-youcheck.com/game-spanish/). But in order to respect the MIL procedures, which do not have an entry through the tool but through personal reflection on citizen issues, workshops were held based on the serious game, where each functionality, transformed into a mission in the game, was used to promote visual and inquiry skills (Illustration N°9). It was also done because gamification can be used for collaborative learning (Kafai and Burke, 2015). That is why playful activities and workshops must be developed around serious play, to involve students and offer them a different way of learning, with missions, rankings, etc. (Aparici and Osuna 2013; Jenkins 2008).

Illustration N°9: The Youcheck! Detective Game.



Source: own elaboration.

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The final project produced a complete toolkit with resources for teachers (lessons, workshops, games, etc.), free to use on the project website, but also on the InVID-WeVerify tool website, which can be used both by journalists and teachers.

In addition, feedback was given to the developers of INVID-WEVERIFY, who then implemented several suggestions from the teachers: they included a database with examples of fake news with a user guide, using more than twenty fact-checkers sites (AFP, AfricaCheck, Associated Press, BoomLive, CheckYourFact, Chequeado, Correctiv, FactCheck, Facta, Factly, FullFact, LeadStories, Maldita, Neutral, PolitifactFB, Reuters, among others.) They created a chatbot that answers questions about dubious images, to assist teachers and other users; and they also added more features even easier to use, including deepfakes and forensics, for non-professionals.

The full results highlighted several useful dimensions for MIL, which led the general conclusion that it can be a quick intervention strategy. Increasing the visual literacy of most people was noted as essential. It was also confirmed that source finding has changed a lot in the digital age. Furthermore, in the focus groups after the intervention, the teachers highlighted that they needed more training in MIL and more support from public policies to be able to do it, spend time on it and incorporate tools such as InVID-WeVerify in their daily practices (Frau-Meigs et. al, 2020).

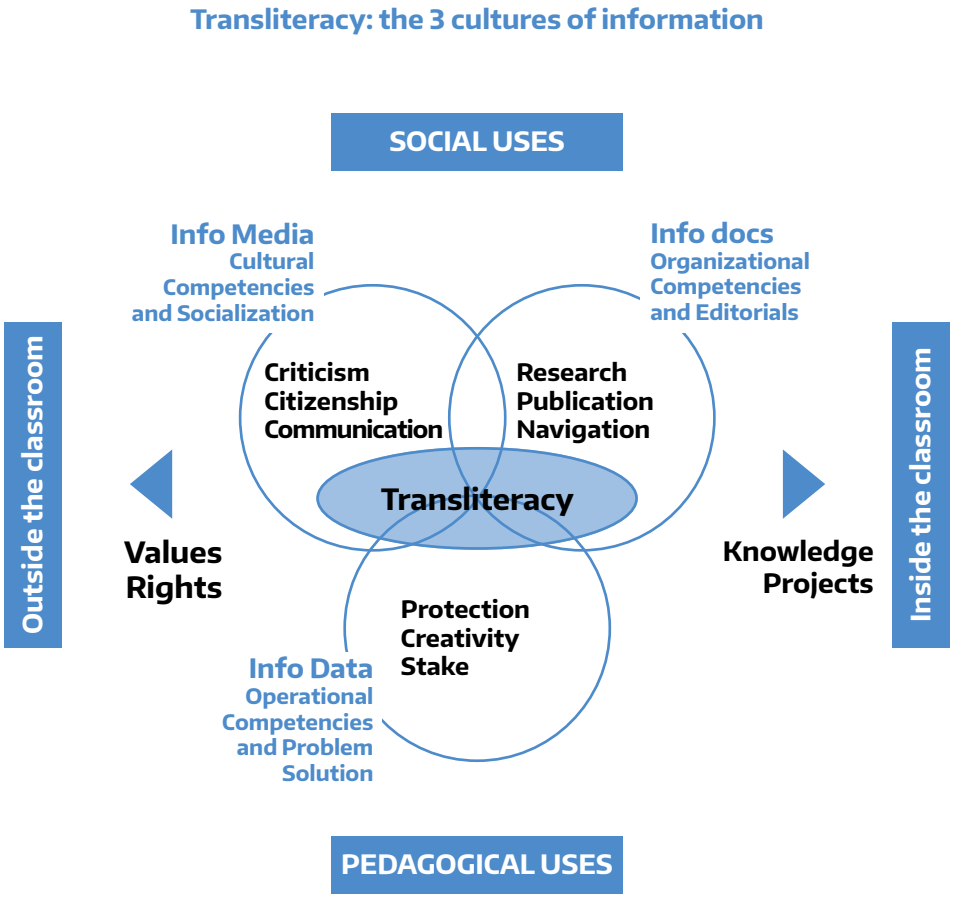
III. The Need for MIL in the Core Curriculum: a Field by Itself

After the practice, it is important to enrich the theoretical terms to continue strengthening the MIL field, which is not a secondary field of communication and information studies. MIL must be considered a research field with its epistemology, its methodologies and its own pedagogical and political challenges. It's also important to create a MIL subject in schools, with a complete programme, and not only as transversal teaching that is hidden in subjects such as history and mathematics, and that cannot be thought of in itself, with its specific competences (Frau-Meigs, 2021).

I propose to support MIL in the theory of transliteracy, which is the theory of the convergence of the three information cultures we are currently experiencing: the information culture as media (Info media), but also as digital documents and files (info docs), and data (info data). These three information cultures define "the digital realm" (Illustration N°10). It is composed of three fundamental elements around the notion

of information and with this, we can indeed create a strong base for teacher training and theory, and it allows us to have competencies. For example, info media gives us cultural and social skills. Info doc allows for organizational and editorial skills: you have to know how to publish, learn and do research. And info data, operational skills: knowing how to use these tools, code them, know the algorithms and solve problems and conflicts (Frau-Meigs, 2013, 2022).

Illustration N°10: the Three Cultures of Information ("The Digital Realm").



Source: own elaboration.

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This theoretical proposal is evolutionary and allows the incorporation of powerful topics such as disinformation, its uses and abuses, and its democratic risks. The visual competencies of this transliteracy can be further detailed (Illustration N°11). It is no longer about predigital skills –how to "read" an image. It is now a matter of being able to fragment, compare by similarity, and make decisions quickly with all the windows open on the screen, but not based on hunches. Youcheck! confirmed that the increase in knowledge and the behaviour change can be measured. It showed everyone that MIL is possible and efficient. Youcheck! also contributes to values and rights such as freedom of expression.

Illustration N° 11: Visual Literacy Skills in the Digital Age.

Decode images (photos, videos, etc.) about the degree of reality (denotation, context, iconicity, etc.)
Master the use of verification tools (lateralization, comparisons, inversions, fragmentation, etc.)
Make informed decisions about image design and its types of uses (advertising, propaganda, aesthetics, etc.)
Know how to decode fake images (including deepfakes) and understand the risks of disinformation.
Communicate with others and be able to create images to counter-narratives (stories, selfies, etc.) and rebuttal strategies.

Source: own elaboration.

In conclusion, it is possible to point out a series of resilient proposals to fight disinformation and not be disturbed by the infodemic:

- Using Smart tools
- Using several Fast checking sites
- Taking advantage of multiple pedagogical resources
- Using various search engines
- Mistrust of data visualisation
- Sharing information only when there is no doubt about its veracity
- Considering one's own cognitive biases (authority arguments, continuous confirmation, etc.).

Therefore, skills in transliteracy, teacher training (online and offline), and collaboration between researchers, journalists, and scientists are essential. All that can be done in the framework of the MIL cities, which allow for negociation between these actors, both at the local and national levels (Higuchi Yanaze and Chibás Ortiz, 2020). It can also foster critical and creative opposition to polarisation and radicalization. All of this has to be supported by adequate public policies that guarantee independent research and financing, which is essential in a democracy.

And the future? There is a continuation of the Youcheck! Project called YouVerify! It consists of a broader democratisation challenge: to massify the resources produced with Youcheck through a massive online course (MOOC) and a serious game with more missions (Frau-Meigs, Osuna, and Marta 2021). MIL appears, then, as a positive way to support responsible citizenship.

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Five Core Concepts about Media Literacy

Tessa Jolls [11]

Abstract

This chapter is based on the idea that – facing a multiplicity of messages in circulation, fundamentally in the context of the Pandemic – it is necessary to produce tools to develop critical thinking and enable the population to manage risks. Five key concepts concerning media literacy are presented below. The development of a pedagogy based on these notions, along with other specific competencies developed by audiences, contributes to audience resilience.

Keywords: Media and Information Literacy; Biases; Critical Thinking; Resilient Audience.

Media literacy is a wonderful intervention strategy. Our organization conducted a study together with the University of California – Los Angeles (UCLA) and found that training of trainers makes a significant contribution to the way students understand and can improve knowledge, attitudes, and behaviours.

There are big ideas in terms of media and information literacy that can make an important difference in achieving population resilience. What does this mean? A population that can discern, observe the media, and classifies, decides and manage its risks in a situation as serious as the one presented by the pandemic.

What big ideas do people need to understand the media? It is important to count on tools such as media literacy to achieve a common understanding of interpreting messages and engaging with the media. We are talking about individual discernment against the media. HM Tomlinson says "We see things not as they are, but as we are".

11 President of the Centre for Media Literacy. Founder of the Consortium for Media Literacy. She received the 2014 International Media Literacy Award from Gateway Media Literacy Partners and the 2013 Jesse McCanse Award for her contribution to media literacy, by the National Telemedia Council.

This is a great idea in media literacy. The idea is that the content and the context constitute the message: all feelings, all ideas, all our history, knowledge, education, etc., come into play in understanding the message. In other words, the context is us and what we bring to the message. The content and the context added together are the messages. And when reflecting on this, we think, for example, of the messages in the pandemic. One of the emotions present when understanding the messages was fear, which intervenes in our interpretation. We share that feeling and that changes our interpretation. When a message is produced, it must be considered that each person will bring his or her interpretation and will read the message based on what it is and not based on the intention with which it was created.

So media literacy has to do with representation: what are we doing? We are representing the message, that is, reinterpreting it.

This is a fundamental question: we must educate people. If we can do that and make media literacy central to education –and not an afterthought– then we can see problems differently. We can be prepared and reach a resilient population that can discern the messages, whether it is health material, government issues, democracy-related issues, or any other issue we may think about.

What important ideas can be taught to help people interpret these messages in the short term? These ideas are the five core concepts in media literacy.

The first idea is the public or audience. As we mentioned previously, different people understand messages differently. It is necessary to accept this as a characteristic of humankind. We see messages in different ways and we have to explore and understand why some people resist, for example, the vaccine, and how much information we have about this way of thinking. In other words, it is not only important to understand the concept but also to accept it and act with coherence.

The second concept explores the idea of being an author, and how authorship is constructed. Authorship is everything when we have to read messages because each message is made by someone. It is necessary to develop competencies to understand who we are listening to and who we are giving the information to. These verifying information skills are teachable in the short term.

A third concept is linked to techniques and format. We know that the way a message is constructed has emotional implications and influences the interpretation based on the use of colour, wording, etc. There is a great research opportunity in the field of media literacy in this area that should be explored.

The fourth concept is linked with framing or bias. A message is framed, for example, within an anti-vaccine or pro-vaccine discourse, or the government response to the pandemic, etc. That is to say, there is not only a theme but also a frame, and that frame is what gives the meaning. There are things outside that frame we don't even think about. Concerning this, another fundamental notion is bias. When we have a framework to communicate a topic or a problem, we have automatically chosen a bias. This is sometimes presented as something negative, although it is not necessarily bad in itself. It is important to see how we interpret and how we respond to that bias.

The last concept or central idea is the purpose: what is the message motivation? Who is behind it? Who benefits economically or politically? We have seen a lot of controversy during the pandemic when, for example, the World Health Organization (WHO) received attacks and faced accusations. Within the public sphere, many ideas compete to be accepted. We have to go beyond them, to see the purpose of the message and to understand the business models, and the mission of the organization that sends that message, etc.

All these great ideas can be taught. We have a combination of the skills that the resilient population needs to develop and we also need to have these fundamental ideas that underlie the competencies for deeper understanding and develop critical thinking. This gives us guidelines and a guide for how we can start to train teachers and the public with these concepts.

It is also important to keep in mind that we are now producers of messages in social networks and that these concepts apply whether we are consumers or producers in the media. As producers of content in the media, we must think critically about our responsibility as members of a society and how our messages will affect others.

Another point that needs to be stressed is that no information is perfect. And we have to make the decision and develop critical thinking to do risk management. Media literacy is a risk management strategy because we discern, we deconstruct, we construct, we take part in the message to better decide if it is legitimate and if we want to accept it, reject it or forward it.

We are looking for the truth all the time and part of having a resilient population is to provide tools for people to have discernment in the face of the truth. Because the greater good are life choices each individual has to make.

Facts are facts, and at the same time we know that people have different interpretations of them. Our expectation is to have strong messages in the area of health to help people make good choices.

Finally, quoting H. M. Tomlinson again, I want to emphasize that we see things not as they are but in terms of who we are, and this is often forgotten when we talk about media literacy and public interpretations.

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School and the Transmedia Universe: a Brief Statement about Fear

Hugo Muleiro [12]

Abstract

The presence of new technologies in classrooms, their noisy and rushed incorporation into educational processes, and the contribution of schools to communicational citizenship through Media and Information Literacy make up a complex network, which forces one to overcome resistance and fear. It also requires learning in several simultaneous directions and the recognition of children's and adolescents' knowledge and skills. Although it seems like great news, it is a demand that has always throbbed in pedagogical actions.

Keywords: Communicational Citizenship; Media and Information Literacy; Cross-media; Education.

"The toys hear
the seasons
of the tree"

Carolina Monsalve, Colombian, wrote this poem at the age of 9. It was published along with many others in the 2016 book of the Gulliver Project – poetry workshops in the city of Medellín. This activity – and especially all those seven words – shows that, depending on the institutional contexts and the pedagogical projects, any concept that pigeonholes or schematically predetermines capacities and fields of interest of children and adolescents can be revised.

The Gulliver Project's results over the years, associated with the Medellín International Poetry Festival, can then be used to dream of a universe of exchanges in the classroom, in which children and adolescents can give free rein to their imagination, express themselves, make proposals, and illuminate life with their vision of the world.

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12 Argentine writer and journalist specialized in childhood. Author of *Palabra por palabra, estructura y léxico para las noticias* (Biblos, Buenos Aires, 2002); *Al margen de la agenda. Noticias, discriminación y exclusión* (Buenos Aires, FCE, 2006). Co-writer, with Vicente Muleiro, of *Los Garcas* (Buenos Aires, Planeta, 2013); *Los Monstruos* (Buenos Aires, Planeta, 2015); and La clase un cuarto (Buenos Aires, Planeta, 2019). Trainer at the Public Defender's Office, Argentina.

There is a coincident statement in most of the following pages: the incorporation of new technologies and digital resources in the educational system that already had a path was accelerated strongly in the pandemic. And there is also an exhortation: teachers must start by accepting that these technologies used by boys and girls are constitutive of their culture, their reality, and their daily life. Their skills, even if they were only instrumental, even though they have yet to be associated with a critical capacity, are a possibility for the complex network of exchanges that takes place minute by minute in schools.

In this sense, there is evidence of a feeling of instability for teachers, related to the presumption of a loss of power, and a significant change in the management of space in the classroom. This perception is common to anyone that faced the unknown, or the barely half known. Something that also leads to a change in the languages and activities for which he or she was trained and knows best.

There are similar precautions in certain areas of the traditional media system, when educational projects emerge bringing definitions that are received as a threat, such as the critical reception of media. That is the contribution that the school can make so that children and adolescents learn about the mechanisms of the circulation of information and opinions, the invisible factors and interests that intervene in the generation, preparation, and publication of news.

In this case, the fear of a loss of power is also expressed. As if the expansion of capacities to decipher the explicit and implicit content of a journalistic message, to understand the power of a verb or a way of naming a person or a sector or identify direct advertising and to discover indirect advertising could worsen communication between speakers and receivers, instead of improving it.

The school has known about interpretations and reinterpretations of established discourses for a long time, as the Uruguayan teacher Firpo demonstrated when he revealed this dialogue between a Spaniard and an Indian, written by one of his students:

-I'm here to civilise you.
-I civilise myself if I want to.
-Oh, really? Now you'll see.
-Okay. Let me go, don't grab me.
-Civilization is very beautiful. Don't be silly!

The fears mentioned above are understandable because what is set in motion is a change of pre-existing standards.

Facing this, the ideas, concepts, and experiences contained in the following pages establish two powerful convictions. First: these changes are unstoppable. Second, that school cannot and should not remain oblivious to them, but rather launch itself to contribute to bringing them to the best possible result, namely, the ability to intervene in the transmedia universe in its own right, with tools to interpret that flow that has the strength of the ocean and the skills to navigate it. Juan Carlos Restrepo, also Colombian, 12 years old, wrote:

"Notebooks are snow
That melts
On the pencil".

We can imagine him in the schoolyard or his living room. We can almost see this poet writing and shaking us with his sensitivity and sharpness. Would we be disappointed with it if it was no longer the notebook, but his mobile device?

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Rethinking Educational Interfaces in Times of Pandemic

Carlos Scolari [13]

Abstract

Two projects, Transmedia Literacy, carried out in eight countries in Europe, Asia, and South America, and its Spanish version *Transalfabetismos* in five autonomous communities, sought to answer a big question: What are young people doing with the media? During the fieldwork carried out with young people between 12 and 18 years old, it was confirmed that girls and boys are developing, through a varied range of media practices, certain skills that are not taught in the formal system. In this context emerged the concept of "transmedia skills", understood as competencies linked to the creation, production, distribution, and consumption of content generated mainly in an informal and collaborative environment. The map of transmedia competencies, prepared by the research team, also identified knowledge related to narrative creation, technology, ethics, or the management of one's own image, networks, and content. Obviously, no subject possesses all these competencies: during the study it was evident that these competencies are not equally distributed in society. In this context, formal education, instead of rejecting or stigmatising these practices (from creating memes to playing video games), should contribute to the redistribution and democratisation of skills.

Public school as an educational interface was already in crisis long before the arrival of COVID-19. However, the pandemic revealed all its limitations and tensions. The same happened with other cultural interfaces, from museums to libraries. This crisis is, however, a unique opportunity to redesign all these interfaces. Among other things, the pandemic confirmed the existence of a large digital gap, not only in Latin America. Once again, it is clear that it is not enough to distribute computers and connectivity: technological and media literacy is essential.

13 Doctor in Applied Linguistics and Communication Languages from the Università Cattolica di Milano (Italy) and a degree in Social Communication from the National University of Rosario (Argentina). Professor of Theory and Interactive Digital Communication Analysis at the Universitat Pompeu Fabra – Barcelona. A main researcher of the Transmedia Literacy project (EU's Horizon 2020 programme – 2015/18) and the Transalfabetismos project (MINECO – 2015/17).

To conclude, we can ask ourselves if the pandemic is not blowing up categories of analysis and oppositions (such as the one between formal versus informal education), accelerating the overlap between both of them and the emergence of hybrid educational formats.

Keywords: Media and Information Literacy; Transmedia Competitions; Cultural Interfaces; Pandemic.

Two facts are related to the topic that brings us together: in Spain, every year during June Selectivity Day is held: an exam taken at the end of high school whose mark is averaged with the mark of the last high school years. The sum of both evaluations generates a mark that allows students to choose the career and the university where they want to study. This exam could be considered an educational rite of passage. It is an event covered by the media. These evaluations are face-to-face, they last a couple of days, and in 2021 were held in "Zoom mode". This generation of coronnials (also known as pandemials), are students who have completed high school during the pandemic. This is an unusual fact, in addition to the students who entered the university in the last two years and have not yet set foot in it. This has also been another experience, to some extent traumatic, caused by the pandemic.

The other fact in those days of June 2021 is that the network went down. It happens. An unknown company –but still a strong player due to its ability to manage digital infrastructure– failed and brought down the network in different parts of the planet. It is a sign of the complexity of our world: for a minor detail (perhaps a fuse blew or someone pressed the wrong button) the greatest technological construction of *Homo Sapiens* stops working.

In the first part, I am referring to the research project. In the second one, I will explain what happened after that research, and which were the effects of the pandemic. Also, I will address the learnings we can make from the last year and a half.

Transmedia Literacy was a project financed by the European Union that involved universities and research centers from eight countries all around the world: Spain, Italy, Portugal, the United Kingdom, Finland, Australia, Colombia, and Uruguay. The intention was to cover different media, social and educational realities. Both project objectives –Transmedia literacy and its Spanish version *Transalfabetismos*, carried out also in the 2015/2018 period–, were to answer a big question: what are young people doing with the media? Several of us, senior researchers, had teenage sons and

daughters at the time. We saw them coming home, locking themselves in their rooms, and spending a good part of the day in their bubbles (mentioned by Roberto Igarza in his book Burbuja de Ocio [Leisure Bubble]). These are young people connected with their world, their platforms, their people. We, adults, watch from the outside without understanding anything. We can say that the research team was very interested in knowing what was happening inside those bubbles.

One obvious thing is that boys and girls were learning how to do things in those bubbles. In these spaces, they developed a series of knowledges, practices, and skills not usually taught in the formal education system. From the project perspective, we were interested in understanding what they were learning; hence the concept of "transmedia competition" arose. In other words, these competencies had to do with the media, the production and distribution of content. They were created mostly in an informal and collaborative environment. We were also particularly interested in how they learned to do these things. Evidently, schools don't teach how to pass a level in a video game, hack technology, or make a video for *Tik Tok*. We were interested in knowing what and how they were learning in these new environments.

This approach differentiated us from mainstream research in media literacy. Our team was not interested in "measuring digital skills". In Europe, there is loads of quantitative research on different digital and media literacy plans, etc. Our focus was an ethnographic tour, of a qualitative nature, which aimed at other objectives: for example, we were interested in creating a map of skills acquired by young people (between 12 and 18 years old) in informal learning environments. And this has to do with the diversity of countries participating in the project: that variety was of great interest for us in order to "feed" that map of competencies.

Finally, the project also included the development of a series of didactic activities to take advantage of those skills learned outside the classroom. We were interested in not separating the formal and informal areas but trying to create bridges between the institutional and regulated experience of teaching/learning, and the experience in informal settings, such as social networks, platforms, video game communities, etc.

Inside media literacy, there is a research line related to the idea of media that emerged in the 1960s in the United States as a response to young people's television use. At that time, a classic study theme started: "the

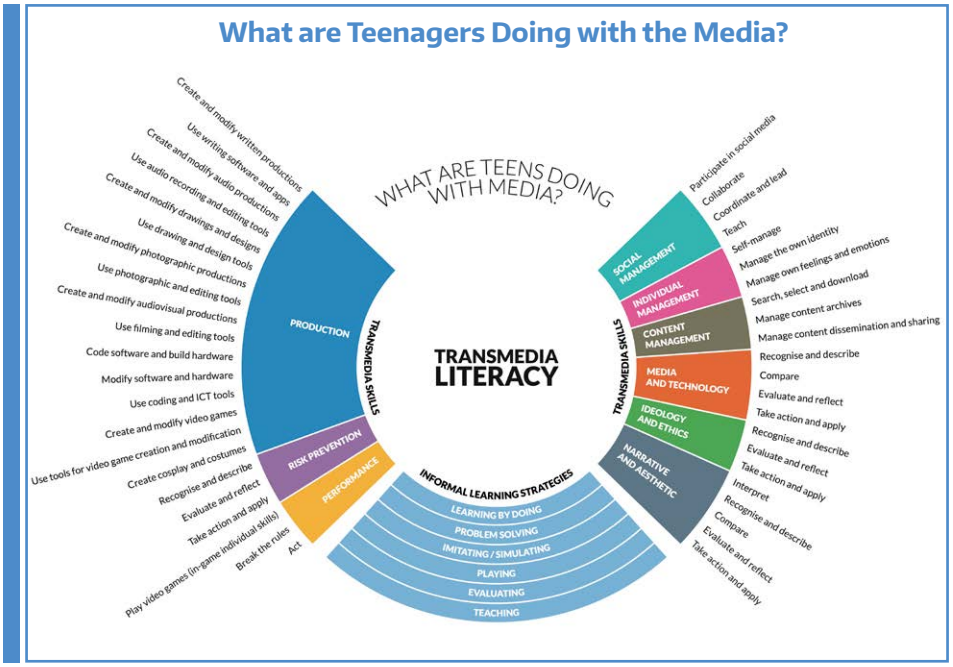
effects of television on children". This research line started with the premise that young people are victims of the media. Our questioning was radically different: even knowing that not everyone generates content and spread it on the networks, we approached boys and girls as prosumers. We believe that young people must learn to move in a complex world, not only technologically. Also, that they experience this adaptation to an uncertain, changing, and sometimes hostile environment in different ways. Young people's world is very complicated. The American researcher danah boyd[14] published a book entitled *It was never simple to be a teenager precisely... but nowadays it is even more difficult*. The pandemic has made that reality even more complex. From the media point of view, it is an environment with many possibilities for communication but also many frictions and problems.

What were the results of the Transmedia Literacy project? The research team detected a wide range of skills related to text production, content management, social relations, or the image itself. Also, certain competencies linked to risk prevention together with narrative or technological competencies. We succeeded in making a transmedia skills map (see image[15]). We call them "transmedia skills" because they are linked both to different media and languages and to the production of user-generated content in collaborative environments.

Another thing we already knew and we confirmed during the investigation is that nobody has all the competencies that we identified. In that sense, there are no "digital natives". In other words, babies are not born "with a chip under the arm". Some young people have more possibilities or facilities to learn certain skills, but what stands out is that these skills are very poorly distributed. We found young people very good at creating content but who were not aware of the ethical issues involved in putting that content into circulation. Or people who knew how to deal with technology but did not manage their presence on social networks. Again: transmedia skills are very poorly distributed and make up a very irregular "topology".

14 danah boyd is an American teacher and researcher. For family and political reasons she decided to remove capital letters from the beginning of her first and last name. To know more about her and this decision, please visit her personal web page www.danah.org.

15 Infographic taken from the book *Alfabetismo transmedia en la nueva ecología de los medios* (Transmedia Literacy in the New Media Ecology). White Album, p. 9. (http://transmedialiteracy.upf.edu/sites/default/files/files/TL_whit_es.pdf)



In the research context, even when we focus on and value informal learning processes, team members are not against formal learning at all. On the contrary, we believe that one of the functions of a school should be to help to redistribute and democratise those so poorly distributed powers. In this sense, the formal teaching-learning system should not reject or stigmatise this type of practice (I am thinking of video games, photographic or audio-visual creation, meme production, fanfiction writing, or cosplay). In our fieldwork, we found young people hiding this activity at school because of the stigmatization.

We believe that the school attitude should be precisely the opposite: not stigmatising these practices, but going to meet and promote them. If someone learned something outside of school, why not share that knowledge with the rest of the class?

Shortly: the proposal would be to reduce distance between young people lives inside and outside the classroom. On the Transmedia Literacy project website, we have incorporated almost 100 didactic activities to "exploit" the knowledge acquired outside the class inside of it. In a certain way, the proposal is very "Freirean" [inspired in Paulo Freire]: we are committed to a horizontal relationship, where everyone inside the classroom knows how to do something and shares it with the rest.

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In relation to the pandemic and its effect 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. The public and mass school, understood as a big educational interface created in the 18th century, was already suffering a crisis before the arrival of COVID-19. But the virus revealed all its limitations, frictions, problems, and fractures. The same is happening with other cultural interfaces: libraries or museums already had troubles, but the little virus has forced them to rethink themselves.

Beyond the terrible cost in human lives of the pandemic, I believe that these major crises are opportunity moments because they allow us to visualise what was not working. COVID-19 has allowed us to detect the actors, processes, or relationships that were not prepared for this new reality. In this sense, this is a good time to look into educational interfaces at all levels, to identify what was not working and begin to develop solutions that allow them to adapt to the post-industrial and digitised society we live in.

At the technological level, the pandemic confirmed that there is still a great digital gap (the so called digite divide) between those who have access to networks and those that do not. I believe that the massive proliferation of mobile devices generated a mirage, making people believe that "the whole world is connected". In a certain way, we stopped discussing the digital divide, but also thanks to the virus, we have now discovered that this divide exists, and not only in Latin America.

On the other hand, we live in an environment where anti-technology and radical criticism of platforms reign. If in the '90s techno- topical speeches proliferated, now is the time for techno-apocalyptic speeches. Regarding education, it is interesting to remember that "educational innovation" is always understood as the "incorporation of technology" in the classroom. From my perspective, we can say that in educational interfaces there have always been technologies, from the time of the Greeks, who had wax tablets, to the Egyptians, who used papyrus, or the first universities in the 13th century, who had their writing materials on parchment. The classroom was always full of technology: there was a blackboard, chalk, erasers, books, desks, maps, and even a globe. In this context, the pandemic also served to confirm that "technology is not enough, but without it nothing is possible." Having connectivity is essential in this post-industrial and globalised society we live in, but that is not enough: technological and media literacy is

essential. In other words: it is not enough to distribute computers or install broadband connections. Citizens must be trained, they must be taught to use technology and explain what is behind it.

I would like to end with some hypotheses and questions regarding the gap between school and the boys and girl's media life outside the classroom.

By being totally or partially unable to attend schools, the pandemic may have widened the gap between the world of formal learning, within a physical environment, and the learning of young people on social media and platforms. We can also propose a complementary or opposite hypothesis: we can ask ourselves to what extent the pandemic has not accelerated the merge between formal education and the use of communication tools (for example WhatsApp), which until now were part of informal communication. Perhaps we are moving towards a hybrid teaching-learning model, where the opposition between the formal and the informal, or between the real world and the virtual world, will eventually dissolve.

Extending this approach even further, why not to think that this pandemic will cause certain oppositions that gave meaning to our world (for example, the public and the private, the formal and the informal, the digital and the real) to explode and stop serving to bring order to the chaotic environment that surrounds us. We need new concepts and categories of analysis to understand the reality. More than new oppositions –Jesús Martín-Barbero (1987) criticised precisely the limitations of "dualistic reason". We may need to develop complex models to understand this uncertain and accelerated world we live in.

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Citizenship and Digital Literacy: a Pedagogical Approach

Adriana Puiggrós [16]

Abstract

Digital literacy must recognise pre-existing conditions: not only cultural, economic, and linguistic ones but also age range. It needs to identify and understand them. Young people's current skills concerning digital technologies are astonishing, but previous generations also made similar journeys. So, teachers have to cross bridges to reach these girls and boys by recognising their knowledge and their technologies. Among the pre-existing conditions, it is also important to take into account the role of radio, books, and booklets. This were the materials used to teach during the pandemic in many countries in Latin America. It's important to recognise them because we are under pressure to deny all the media and resources outside the platforms managed by large transnationals. At the same time, it is necessary to discuss the educational organization and its content long lists. It is time to think about cycles, problems, and projects, grouping interests by areas of knowledge, instead of the current age grouping.

Keywords: Digital Literacy; Technologies; Public Education; Media and Information Literacy.

The debate about citizenship and digital literacy needs a pedagogical approach. First of all, I want to make a hypothesis. It is only possible to approach digital literacy by recognising other people's knowledge –which includes technologies. This thought is deeply inspired by Paulo Freire. The recognition of the technologies used by others has become particularly important in emergencies, times and spaces changes the pandemic led us to. This is observed in the *International Report* on Education in Latin America (2021), whose first part is named "Commercialization tendencies during the Pandemic in Latin America".

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Teachers, communication specialists, and the government – responsible for the development of adequate programmes for these situations – need to consider the technologies used by others. Those programmes not only must contemplate formal education but have to involve the whole educational process that takes place in society. Processes that we can nowadays call educative-communicational processes.

I stress the enormous importance of paying attention to the technologies used by others. And I am not just referring to the technologies that the large international corporations are trying to impose on us in an enormously invasive way. I will come back to this subject later.

As part of this statement, I add a second hypothesis. This is the need to recognise the concurrent, contradictory, or complementary presences of modalities, formats, social representations, and even contents in their diverse uses (I use this strong term only to question it).

It is appropriate to consider that the contents that come from science are so powerful that in the last two years they were able to identify that invisible enemy –the virus–, manufacture the vaccines, and put us in a position to face it. But, at the same time, it is necessary to consider the existence of a world of fake news, which not only exists in social networks but is deeply rooted in formal education. How many fake news are inserted in the contents that populate, fill and fill the curricula of formal education?

After this first subtitle, I want to return to something that we all know and that we constantly have to remember: digital literacy always starts from pre-existing conditions. These are not only the economic, cultural, and linguistic one. They are not just the generic conditions. They are also age conditions, which cannot only be described with classifications such as, for example, the one between digital natives and digital immigrants. This is a very complex process. There are many types of digital immigrants. And if I take the *nets*[17] –I say net although it also seems very insufficient to me as a category–, I can find very contradictory things. For example, when they entered the network they became independent from adults. That is one of the strongest issues. At the same time, they group and form societies. They know how to form teams and produce content, even programming. Also, they have a lot of abilities.

17 The Net Generation is formed by people born between 1977 and 1997. This is first to have been born and raised in a digital environment. The concept is similar to that of digital natives

This is shown by Carlos Scolari in his wonderful investigation *Transmedia Literacy* (2018). Then we find that there is a different kind of youth.

To clear my mind, I'm reading a very long and wonderful biography of John Lennon. And I am shocked because I lived in that time, that is my generation. I am amazed because, at that time, young people broke the bridges with other generations using the media formats within their reach. Then there were no cell phones, there was no Internet, but there was noise. Paul McCartney was looking for old music and used it differently. And John Lennon made noise, noise, noise. The four created together a world of completely different languages. So why do these young people today using other supports seem so strange to us? How do I, part of the Beatles generation, can cross the bridges that separate me from these guys? What do I do as a teacher? I agree, there are no digital natives. They are not digital natives, they have learned everything. Where did they learn it? There is a story in which to inscribe them. If we think that they are digital natives, we leave them out of history. A history where I also want to place digital immigrants. I want to locate immigrants who simply use the Internet to consult. I want to locate those of us who have to do paperwork (because they have trapped us as citizens so that we function digitally and what we know is to fill out forms by writing, we do not have the logic of the digital form). When we have to do a banking procedure we get confused and ask for help. This is why a bridge must be established. This is where languages intersect and lead us to a very complicated panorama.

We must add to this panorama the term "care", that is now very fashionable. A whole area of care is opening up as connections between generations. Everything is becoming very complex. In the centre we have a crisis of the category of generation which affects our idea –and I speak as an educator– of generations as they were organised from the time of John Amos Comenius, in the 17th century onwards. Comenius organized the generations in school cycles, class hours, etc. Now all that has become messy.

We are not just facing an educational need to guarantee infrastructure: to get fibre optics to reach everyone and that ICT (Information and Communication Technologies) is available. It is not just about this. It is also about –and this emerges from research carried out by Education International and the experience of various Latin American governments– the need to recognise the technology used by others. The survival of technology in the knowledge of other generations. I mean radio, for example. From the old Sutatenza radio in Colombia, in the 1930s, until now,

radio has survived. It is alive with all Latin Americans, and not only, but especially, with those who are not reached by fiber optics. TV is coming too. And I underline the books, booklets, and graphic material that, at least in Argentina and also in other Latin American countries, have been produced and have joined educational programmes during the pandemic.

I give them special importance because we have to a tendency to deny the media that are not in the platforms. National and provincial governments in Latin America must do a great effort in their attempt to establish platforms sustained on the sovereignty of nations. This is because of the enormous invasion of platforms produced, managed, evaluated, and applied by large communicational/educational multinationals. There is a need to integrate various supports and to bridge the gap between the radio and the computer network. And, to continue integrating different supports at school. We have to understand that many young people listen to radio and at the same time participate in a network.

I return to the school subject and the discussion installed between face-to-face and virtual education, opposing one to the other. First of all, I must acknowledge educators are well behind concerning new technologies integration into school activity and their persistence. In the 1960's the traditional forms of what Paulo Freire would call "banking education" exploded at school and at that time we kept saying "no television." Now, not only because of the pandemic but also because of the great changes of recent decades, we have the enormous urgency to integrate the school institution with the different technological supports, the different teaching modalities, and the various forms of grouping.

We need these young people who build teams, are capable of networking, and are gregarious as teenagers, to be able to work in the same way in formal education. This is based on something I do not have enough space to deepen now but refers to the need to support the public education systems and formal education.

In this discussion between face-to-face and online, there have been political manoeuvres. A right wing that suddenly defends face-to-face attendance at all costs in various countries. I won't get into the political aspects of this discussion. But I think, from a pedagogical point of view, that we have to take over the fact that this is not a circumstantial problem, it is not a deal issued from the pandemic. On the contrary, it is simply a symptom of the modern educational system crises, which challenges all

policies. Understanding this as a crisis does not mean the disappearance of educational systems and their urgent replacement by the platforms of large media-communication companies. It means times and spaces must be questioned. Times in which educational plans and programmes are formatted have been out of logic for a long time. And not only for students but also for teachers, professors, and those of us who teach in schools, colleges, and universities. We have to question those times. We have to question the organization of education in lists and more lists of contents. We must think much more in terms of cycles, problems and projects that allow us to break the grouping by age level and move towards groupings of another type: by interests, by areas of knowledge, etc.

Finally, it seems to me that it is possible to observe this tragedy we are experiencing from another point of view. It is possible and necessary to address the huge hidden interfaces the pandemic has brought to the surface. The educational system's internal aspects and other social spaces show broken and questioned interfaces. They are crossroads we have to deal with a lot, but that present, if we approach them, a new possibility of educating and being educated towards the future.

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The Challenge of Media Literacy in the Age of Digital Noise: 17 projects to Learn to "Look" in Times of Pandemic

Santiago Tejedor [18]

Abstract

The coronavirus crisis had an impact on all social sectors. The World Health Organization warned about the risk of the infodemic. Based on this, this paper reviews 17 projects of the Communication and Education Office, a research group at the Autonomous University of Barcelona, to identify guidelines that should govern initiatives related to citizenship and disinformation in a context marked by the impact of COVID-19. The paper concludes that, in the current context, the concept of digital literacy should be extended to that of media literacy. In addition, it emphasises the need for projects that contemplate the importance of otherness and environmental challenges from new learning methodologies that promote interdisciplinarity and the participation of several social actors.

Keywords: Learning; Teaching; Media and Information Literacy; Internet; Infoxication.

A New Scenario: Lessons from the Pandemic

The impact of the coronavirus pandemic has been combined with worrying social inertia marked by the growth of infoxication. In this scenario, the World Health Organization (WHO) has come to warn of the risk of another type of pandemic. The infodemic –the overabundance of false information and its fast spread among people and the media– has generated great concern among institutions, organizations, and researchers. The

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generation of content, dynamics, and quality, contextualised and eloquent communicative strategies, has become an urgent priority.

Works such as those by Yanaze and Chibás (2020), Grizzle (2020), and Tejedor (2020), among others, invite us to reflect on the new training challenges in the field of media literacy. It is about promoting a leap from "seeing" to "looking", starting from initiatives that question the citizens and involve different actors and institutions.

Based on this and using the case study methodology, the paper reviews 17 projects of the Communication and Education Office, a consolidated research group of the Autonomous University of Barcelona, created in 1994 by Professor José Manuel Pérez Tornero to promote research in a field of confluence between two disciplines: communication and education. Since its creation, it has developed initiatives to integrate, consciously and freely, communication technologies in the so-called global or knowledge society. Over the last 27 years, the Office research team has delved into the relationship between audiovisual and journalistic content, technological platforms, education, and media and information skills. A look at some of its initiatives allows us to identify some of the ingredients that shape the main milestones of the work around digital and media literacy, citizenship, and disinformation, especially in a context marked by the impact of COVID-19.

Projects to Keep on Thinking

Digital and Media Literacy (MIL) has experienced significant growth in recent years. In a context dominated by infoxication, the initiatives designed to promote a critical approach, processing, and use of content, media, and platforms, take on a leading role. In this sense, the Office of Communication and Education of the Autonomous University of Barcelona has developed in the last decade a set of projects designed to enhance the recognition and application of the MIL in different contexts and scenarios and with different audiences. This research group belongs to the Department of Journalism and Communication Sciences of the Autonomous University of Barcelona (UAB). Among its projects and within the framework of this article, it is of interest to highlight the following initiatives:

1. Science Reporters – The adventure of knowledge. This project, financed by the Spanish Foundation for Science and Technology (FECYT, its acronym in Spanish), aims to promote critical thinking and a scientific vocation in students of Compulsory High School Education (ESO, by its Spanish acronym)

through a video game based on escape rooms. The initiative seeks training, knowledge, and awareness of science among students. It uses pedagogical strategies adapted to the profile of this public (12 to 16 years old) and their habits of use of the media, especially digital platforms such as social media. The project shapes and presents students with a gamified experience based on a series of challenges inspired by the universal history of science from a gender perspective. Young people will have to know and apply the scientific method, adopting the position of a reporter who researches, documents, contrasts, and prepares information. This participation may take place autonomously or in a virtual tournament together with other schools in Spain. In addition, the initiative stands out for its environmental commitment and uses current global challenges, various anniversaries, and international celebrations in the field of science, as well as the Sustainable Development Goals (SDGs) as a cross-cutting thread.

2. Tahina-Can expedition. The Tahina-Can Expedition is a journalism travel project organised by the Office of Communication and Education of the Autonomous University of Barcelona, directed by Pérez Tornero, to promote a different and genuine way of understanding and carrying out the trips. The project intends that young university students —from different careers and universities— embark on an initiation journey that confronts them with different socio-cultural realities that "educates" their way of seeing and explaining. Within the framework of the Expedition, the participants organise themselves into press, radio, television, and photography teams. They must produce travel stories that differ from the conventional or tourist coverages, to produce critical "messages" that invite reflection on otherness. The project began in 2004 and seeks to promote the interest of the university community in the culture and habits of the visited country. After fourteen active editions, the initiative promotes strong links between the expedition members and the students, institutions, and media of each destination. It is, above all, a proposal that seeks to establish a new conception of travel involving commitment, understanding, and analysis of the destination visited. This approach to journalism, adventure, and international cooperation is concrete in a set of thematic lines, such as knowledge of other socio-cultural realities, knowledge about how the media of the country in question work, and participation in the development of journalistic projects through the production of content during the trip. Over almost two weeks, the expedition members tour a country and study the peculiarities of the cultural and media scenario, through a route that moves away from the traditional tourist circuits.

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3. INFO/EDU. A collaborative ecosystem of informative audiovisual resources for education. The project is part of the State Plan for Scientific and Technical Research and Innovation 2017-2020, within the "Social changes and innovations" Challenge. The research aims to develop, experiment, and validate a technological platform capable of adapting to educational uses and effectively distributing content among the different actors in the system. In addition, the initiative seeks to promote customization and cooperation in production by the user community INFO/EDU, has the support of Radiotelevisión Española (RTVE) through its documentary collection. It will emphasise innovation in High School education centres and focus on the use of current audiovisual news content produced by television stations.

4. Planet UAB. This project, supported by the Solidarity Fund of the Autonomous University of Barcelona has brought together the Communication Sciences, Veterinary Medicine, and Law Colleges to generate critical awareness in the university community. The initiative, entitled "Planet UAB: The journey to the others - Equals in differences" has organised a series of activities and awareness-raising actions based on the conception of the Campus as a "planet". The iniciative is meant to deal with issues of great importance, as a culture of peace, sustainability, environment, interculturality, change, and transformation. The project stems from the need to foster an interdisciplinary debate and generate points of reflection between departments that allow teachers, researchers, and students from different subject areas (bachelor's degrees, master's degrees, doctorates, faculties, etc.) to participate in joint development initiatives of activities and projects. In addition, it seeks to generate spaces for debate and exchange of ideas to improve the university, conceived as a planet where all points of view and visions are of great value and importance. The project counted with collaboration of international experts such as Felipe Chibás Ortiz, creator of the questionnaires of the "Methodology of the 20 Cultural Barriers in Communication and Creativity", and professor and researcher at the University of São Paulo. This methodology, recommended by UNESCO, shapes the theoretical framework of the so-called MIL University Cities.

5. EduMediaLab: media laboratory for education. The EduMediaLab project is part of the "Challenge for Social Changes and Innovations of the Spanish Strategy" – Ministry of Science and Technology and Innovation, Spain. The project's results made it possible to implement the conclusions and recommendations produced by the studies developed by the Office in

the last decade. These studies cover different areas related to education, digital development, media literacy, and e-learning, among others. The main milestone of the project focused on the definition, systematisation, and creation of a platform for the evaluation of digital media literacy skills required by a citizen. This laboratory is the first step to the implementation of the results of other investigations, which left an empirical basis for platforms development for measuring media competencies. They have also generated an extensive database on good practices and shortcomings in education and communication, and the main developments in the field of media literacy.

6. European Film Club Pilots. To support the development of film clubs in Europe, the European Film Club Pilots project leads new models for integrating film in the classroom. Its objectives are the development of networks of entities (clubs) focused on promoting reading, writing, and cinema throughout Europe; the potential development of a European film licence for schools; and a catalogue of children's films for Europe. In addition, the research sought to share methods to increase cinema attendance among young people, cooperation between film distributors and rights holders, as well as the creation of new instruments for promoting film knowledge.

7. Module on News Innovation in the Digital Society. The RTVE-UAB module was born in the Observatory for News Innovation in the Digital Society (OI2), created by RTVE and the UAB (Spain) to monitor news narratives and reflect on the media, formats, and evolution of technologies. The module's mission is to promote activities that enable the creation of innovative content and training. Its main objectives are: 1) Observe the informative narratives in the digital society and reflect on the supports, formats, and the evolution of technologies. 2) Analyse social, business, industrial, and economic possible changes implications. 3) Identify the opportunities that new digital technologies offer for new innovative business models in the sector. 4) Promote the adaptation of RTVE to this evolution. 5) Serve as a meeting point with other actors fostering innovation in information formats: universities, business schools, and technology companies, among others. 6) Transfer these reflections to society and allow RTVE to be seen as an actor and leader in innovation. The module developed five reports on the impact of artificial intelligence in the journalistic field.

8. European News Exchange (Y-NEX). The European Youth News Exchange (Y-NEX) research project was part of the European programme Erasmus+ (Education Audiovisual and Culture Executive Agency, EACEA) and its main

objective was to develop a new training programme through the creation of a MOOC (Massive Open Online Course) on mobile journalism. The project had six pillars: media literacy and human rights, technology in mobile journalism, mobile journalism, production in mobile journalism, intellectual property rights, and digital entrepreneurship.

9. Development of Individual, Corporate, and Citizen Media Literacy Indicators (DYNAMIC). This National Programme of Non-Oriented Fundamental Research Projects (I+D+I)'s project sought to answer the following questions. What aspects should be measured in relation to media literacy of individuals, companies, and groups? And how should these measurements be made? The objective was to design a system of indicators on media literacy, applicable to people, companies, corporations, and groups. Thus, it focused on evaluating the individuals capabilities and skills in terms of the ICT use and its potential to solve problems and create content, among other aspects. The first phase addressed the analysis of the current situation of the indicators for measuring media literacy, as defined by the international scientific community. The study is based on the European indicators already developed by the Office research team in the projects' Current Trends and Approaches to Media Literacy in Europe (2007) and Study on Assessment Criteria for Media Literacy Levels (2009). The second stage included the development of a pilot study based on the application of tests and trials, intending to rigorously measure the level of media literacy achieved by individuals and groups. The third stage consisted of expanding the fieldwork to more sectors.

10. Showing films and other audiovisual content in European schools -Obstacles and best practices (FilmEd). This research project aims to support the development of film literacy policies on a European scale, especially concerning the inclusion of this discipline in study plans. The research identified good practices regarding the use of European films and other audiovisual content in schools. The research was conducted in the 28 member states of the European Union, as well as in the countries of the European Economic Area, in addition to Switzerland.

11. European Media Literacy Education Study (EMEDUS). The project conducted a comparative analysis of Media Education in the curricular offer of the 27 countries of the European Union. The initiative, which began in January 2012, lasted two years. The project aimed at improving policy recommendations in education in the field of media literacy in the EU countries and the rest of Europe. The analysis of media education resources for teachers and media

skills and competencies and their relevance was among its goals. In its last stage, the project set up an observatory that collected all the information recorded during the research and acted as a centre for information and knowledge exchange.

12. Cybermedia. Innovations, processes, and new developments in journalism on the Internet, mobile phones, and other knowledge technologies. The research project, carried out jointly by the Communication and Education Office of the Autonomous University of Barcelona, the Complutense University of Madrid, and the University of Valladolid, focused on innovations, processes, and new developments in journalism on the Internet, mobile phones, and other knowledge technologies.

13. Study on Assessment Criteria for Media Literacy Levels. This project was developed by the UAB Communication and Education Office together with the European Association for Viewers' Interests (EAVI); the University of Tampere (UTA), from Finland; the Centre de liaison de l'enseignement et des médias d'information (CLEMI), of France; and the Université Catholique de Louvain (UCL), from Belgium. The objective of the study was to provide the European Commission with a set of criteria and indicators, as well as a possible tool to assess the levels of media literacy of European citizens (in all Member States of the European Union).

14. Study of the current trends and approaches to Media Literacy in Europe. This research was carried out by three educational institutions with the aim of identifying trends in media literacy in the European Union. Another of the milestones of the study was to recognize the state of art, as well as to draw up a map of the different actors developing in the European level.

15. Promoting Digital Literacy. This research, developed with the support of the European Commission, was the response to the request of the project to assist the European Commission in preparing the line of action: "Promoting Digital Literacy" within the e-learning programme. The research project pursues two main objectives: 1) Selection and analysis of a limited number of successful and innovative experiences to promote digital and media literacy, and identification of the strengths and weaknesses of such experiences. 2) Preparation of recommendations to implement a line of action to "Promote digital literacy" in the future e-learning programme. Within this framework, the central objective of the final report was to recommend to the European Commission strategies for developing the competencies and skills necessary for citizens to function autonomously in the knowledge society. The aim is

both to promote progress among those who have easy access to ICTs and to create the conditions for effective access for those who are disadvantaged by the so-called "digital divide". The ultimate goal is to contribute to a cohesive and democratic society, where the benefits of the information society can reach every citizen.

16. Strengthening TeleCentres in Central America. The Office of Communication and Education developed a study aimed at creating a Latin American curriculum in Media Education. The project, which had the collaboration of different universities, analysed the Edu-communicative panorama of a group of countries, especially in the Ibero-American sphere, detailing the state and perspectives of communication and education in each of them. Funded by UNESCO, the study offers a description of the situation of communication and education in 11 countries of Latin America and the Iberian Peninsula. The map of such a situation includes the general context of each country; figures and qualities of their educational systems; information regarding the national media that produce educational content; and local experiences in communication and education (projects, institutions, programmes, initiatives, or groups). The countries that made up the study were: Argentina, Bolivia, Brazil, Chile, Colombia, Spain, El Salvador, Mexico, Peru, Portugal, and Venezuela. The study devoted a special chapter to the Central American context.

17. EACTV Project-E-learning programme. EAVI is an independent, non-profit international association that represents, promotes and protects the rights and interests of viewers in 29 European countries. The research "EAVI Broadcasting and Citizens: Viewers' Participation and Media Accountability in Europe", developed with the support of the European Commission, focused on the study of aspects related to viewers, audiences, rights and participation, and media literacy, among others.

Conclusions

The journey through the different projects developed in the last decade by the Office of Communication and Education allows us to identify a series of guidelines from the approach, the methodological proposal, or the theme. They are the following:

1. From digital literacy to media literacy: technological and social transformations confer greater validity to the name "media literacy", to the extent that it encompasses the digital component, but extends it to the

media context. This reflection goes beyond the terminological stage and acquires outstanding importance. Beyond access to the platforms and the technical mastery of their use, there is a need for critical use of the different instruments and resources, as well as skills in decoding, validating, verifying, and creating messages.

2. The importance of otherness: the impact of the pandemic urgently demands work from formal, non-formal, and informal education that helps build new bridges between individuals, groups, and societies. Given this milestone, it has a prominent role as a mechanism and platform for projects that promote the journey to the other from cooperation, interculturality, and multiculturalism.

3. The environmental challenge: the SDGs, together with the crisis generated by COVID-19, demand training and awareness work around the problems that affect the planet. This challenge is closely linked to the ability of citizens to be informed and critically participate in different political and social processes.

4. The commitment to new methodologies: in a context marked by digital noise and an overabundance of information, it is vital to devise new methodologies and Educational initiatives that, inspired by inquiry-based learning models, place the student at the centre of the dynamics, considering their multitasking profile and their predisposition to participate. In addition, these new methodologies must be directly connected to the main problems in our environment, taking advantage of the possibilities of project-based learning, case studies, problem-solving, or gamification, among others.

5. The need for interdisciplinarity: all of the above connect with the importance of developing projects based on multidisciplinarity, which allows faculties and research groups from different fields of knowledge to collaborate with actors and social institutions of different kinds (media, NGOs, foundations, etc.). This aspect also connects with the need to bet on international collaboration in a context marked by global problems.

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Public Policies in the Face of Challenges of Post-Pandemic Schooling

Verónica Piovani [19]

Abstract

In March 2020, the pandemic altered the plannes of the new administration in Argentina, which tool office in December 2019. It deepened inequalities and social and educational gaps. Public policies tried to respond to the emergency and continue working on agreements for the future. It is an opportunity to focus on the field of communication/education, taking up the contributions of Jorge Huergo. The acquisition of equipment is not synonymous of technological sovereignty. Therefore, besides critical reception of the media, we must overcome the reductionism of understanding incorporation of technology as a matter of devices. We need to broaden the perspective, because we are talking of a deep change in the technological media culture, which excedes incorporation of technology. It is a deep transformation of the cultural matrix and the subjectivities affecting school as a public institution, the most important in the transmission of culture.

This paper rises questions about post-pandemic life and the work needed to improve school considering those subjectivities arising from cultural transformation. It is necessary to reinvent teaching practices, because in the way we inhabited the classroom there is a tendency to reproduce what is already done. It is the inertia of repeating expository modes, centred on the teacher, with a study plan designed as inventory, content, and collection. It is necessary to value teaching experiences that aim at reinventing the class, in order to put individuals at the centre, in the context of subjectivity's transformation. This reinvention, following Freire, is based on the idea that students are responsible for their co-learning. And that classes should consider the realities that affect each one of them, connect with the reality of the subjects, and express the recognition of each one's cultural uses.

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Keywords: Communication/Culture; Public Politics; Pandemic; Education; Media and Information Literacy.

At the beginning of the administration, in December 2019 in Argentina, the educational agenda had reached a high level of agreement. This agenda was the result of an arduous and fruitful debate within the national and popular education field developed in recent years. However, a few months later, the pandemic broke out as an unprecedented, shocking, and unexpected event, which altered scheduled planning and harshly illuminated inequalities and social and educational gaps that, without consideration, were deepened in a context of poverty growth. Old and new problems gained strength. Low-intensity, intermittent, and/or disconnected educational trajectories are their most dramatic face. Within this framework and with a renewed schedule, based on the same principles of the initial one, educational public policies tried to respond to the emergency and, at the same time, build future-enabling agreements. Powerful tools were launched to deal with to this complex situation in a prospective key, although in the media scene they usually appear devalued, distorted, or made invisible.

It is appropriate, therefore, to go back to some reflections. The first question covers the field of communication/education. The chosen nomination of "communication/education" as the axis that frames the presentations is motivating and interesting. It is a good choice to take up this category that defines a field of connections, which exceeds the disciplinary border towards transdisciplinary approaches, a complex, relational, and problematic field, which for a long time has been involved in intense disputes and struggles for sense.

Entering the field of communication/education invites us to revalue the figure of Jorge Huergo. An intellectual who for several decades worked on this subject, delving into the definition of a field that is not a discipline but a set of interpellations, intersections, problems, approaches that bring together questions and answers that, in this context, acquire renewed vitality.

This field was born in the 1950s and 1960s, during the discussions brought about by the US State Department, by promoting the passage of Latin American societies from "traditional" models to the so-called "modern". The problem of moving from one type of society to the other could be solved in almost a "magical" way, with the incorporation of media and technology. At least that is how it was understood in the field of education. The incorporation of technology was synonym of modernization and

educational quality. Of course, this paper is not an allegation against the indispensable incorporation of technology. On the contrary, inequality and the enormous gaps we suffer due to inequitable access to connectivity and equipment make it a fundamental condition for educational equality. It is necessary however to make a statement: the acquisition of equipment is not synonym of technological sovereignty. The launch of the Juana Manso – Conectar Igualdad platform, without data consumption, and the launch of the Huayra V[20], operating system, make up the basic network of technological and pedagogical sovereignty, two sides of the same coin.

The incorporation and development of our own technology, which allows us to move from the logic of consumers/users to the logic of producers, shows the complexity of the processes involved in this field. We said that this incorporation is a necessary condition, yet not sufficient. It is not just a matter of equipment or a merely instrumental approach to it. It is essential to think about the complexity involved in the change brought about by the technological media culture. And this is in a certain way what Jorge Huergo explained to us.

That conception and strategy brought by the developmentalism in the 1950s was challenged in its assumptions, which were put in tension by critical, popular, and emancipatory theories, and continued to be part of a debate that today is more vital, more problematic, and more emerging than ever. Critical theories and visions of popular education challenged that vision back then. What is back on the scene, and that is why we bring Jorge Huergo to the debate, is the concern of understanding that in addition to a critical view of media –fundamental for citizen training and education– it is relevant to understand that if we conceive technology or technological incorporation only as a matter of devices we are fostering an inevitable reductionism. It is a matter of broadening our perspective and understanding the public in terms of perceptual operators, discursive skills, and modifications of subjectivity. In other words, if we consider the new contributions, which speak strongly of a cultural revolution, in a very deep sense, we find they are a powerful challenge to education, teaching, and school. Because we are

20 Huayra GNU/Linux is the first free operating system developed by the Argentine State. It contains open educational resources and applications that are useful both in the school environment, for which it is designed, and for use in any other context. For more information, please visit the specific website: https://huayra.educar.gob.ar.

talking about a profound change in the technological media culture. Not only about the incorporation of technology.

This deeply affects school as a public, responsible institution. The most important one in culture transmission and the cultural-political institution par excellence.

For this reason, in this context, following the analysis of Alessandro Baricco (2021) or Bifo Berardi (2020), we are standing in a scenario that modifies the configuration of the subjects themselves, this implying a very strong impact on the educational field.

Beyond all the techno-utopian scenarios, the techno-utopian illusions that think of this idea of technology as "solving everything" or technology being seen "only as an apparatus", what those who subscribe these readings are not understanding is that we are going through a transformation of the cultural model. A deep paradigm transformation of subjectivities.

A second point to be discussed refers to the definitions adopted for this exceptional time, what we could call the core of public policies for the pandemic. What involved the vertiginous deployment, at full speed, of strategies to reach the entire school population and guarantee pedagogical continuity during the suspension of face-to-face classes (on a regular or intermittent basis) throughout the National Programme "Seguimos educando" (We keep on educating) has been exhaustively analysed. Almost all the institutional areas responsible for such policy were present at these conferences, supported by "Seguimos educando". The Under secretariat of Educational Management and Quality of the Ministry of National Education was assigned the responsibility for preparing 84 booklets for all educational levels. Daily radio and television programming joined the efforts. A set of strategies that are aimed at sustaining the conditions of educational continuity, focusing on the State's responsibility to ensure a strong and permanent presence, avoiding its turning into a market product. Teachers, in a quick, hardworking and committed manner, adapted their school planning to respond to the critical moment and offered responses to the emergency. Discourses that tried to expose this time as a lost, inviting scepticism, and encouraging the idea of the irreversible, the unrecoverable must be analysed in another chapter. These notions, undoubtedly, go in the opposite direction to what education encourages and promotes.

There was and still is a set of strategies on a second temporality, which is opening up with the new Juana Manso platform, which will require work and

support, and which entails great challenges. Here the questions are, in the post-pandemic school: How will we achieve it? What will we do? How will we work to make this school better and more relevant so that it interpellates those subjectivities that have arisen, brewed, and were born in these cultural transformations? How do we make this school participatory, in dialogue with contemporaneity, and invite critical reflection? Perhaps the first question is how to reinvent teaching practices and how to renew the classroom. There is a tendency to reproduce, to a great extent, what one already knows. And this is an issue that ends up entrapping us. This happens in all the forms that we have inhabited the classroom: the traditional model and the hegemonic didactics, the online and the face-to-face version. The inertia of repeating, known methods that are nothing more than expository models, that focus on the teacher, that take up almost all the room in the curriculum, thought of as an inventory, classified, fragmented, encyclopaedia, content, collection way of doing it. Evaluation is seen as verification and, in some sense, as knowing how to verify.

At this point, there has been an enormous effort that lies in the valorization of experiences and teaching practices that have been launched in many schools, contributing to a perspective and a production aiming at reinventing the class. A school that places the subjects at the centre of its pedagogical concerns, understanding the contexts of transformation of subjectivities within the framework of cultural change and considering the generational gap. We, the people trained in scriptural logic, in the logics of the rationality of a speech order, in a certain temporal sequence, in certain ways of organising class and knowledge, see our deepest knowledge altered, the knowledge that shaped us up. These changes in subjectivity and these changes in culture also invite us, together with technology, to generate a reinvention of educational proposals. Reinvention has to be born, together with Freire, with a starting point that will always be the construction of problematizations. The idea of co-design becomes relevant in this reinvention. That is, the idea of thinking that students are responsible for their co-learning. Thinking about how to make these classes attractive and based on the problems and realities that afflict each one of them, that connect with the subject's own reality. Recognising subjects, their cultural uses, starting from their own media and platform preferences. Acknowledging polyphony and different voices. We believe that there is an enormous task of reflection and pedagogical renewal that is at the same time a renewal of professional conditions, of working conditions, of

institutional conditions, a job of initial and permanent training. It assumes that, if we want to turn the paradigm around, we need consistent actions of different tenor.

Finally, the idea that defines the pandemic as an opportunity has spread. It is fundamental to point out that crises are always crises and the possibility of transforming them into something else depends on what we do with them. It will only be possible to turn the crisis into an opportunity with a critical review and analysis of the past. From an active reading of the present and the collective organization. Spaces for debate and reflection, such as this meeting, offer the possibility of generating a response that effectively turns this pandemic crisis into an opportunity. And also to take up some issues that the educational system had already consigned as critical a long time ago, and to produce new answers. It is not until today that we know that classrooms are diverse, that there are educational gaps, and that there are inequalities. It is not until today that we know that not everyone learns at the same time and in the same way. Monochronic knowledge has been discussed for a long time. We know that flexible groupings, cycle organization, formative evolution, or punitive forms of evaluation did not work. That is why the responses produced by the Federal Council of Ministers and Ministers, by the Ministry of National Education for times of pandemic, go beyond the situation. They were designed to more deeply restructure the system, in a federal key, recognising diversity but thinking of unity of the common features. That is where the boldest turns were made to old and new problems. Three types of policies may be articulated: those of care (which were expressed in the health protocols); those of accompanying (to support pedagogical continuity); and pedagogical-school policies. It is in the latter where, without a doubt, the most provocative initiatives took place: cycled organization, pedagogical unit, more flexible reorganization of time and space, recognition of real trajectories, and formative evaluation. Those are the highlights.

Now it's time for the most complex work, making them anchor in the school daily life and ensuring that no one is left behind and that everyone returns to the classroom.

Let's make the pandemic an opportunity too. Let's build it as such to reorganise a more democratic school, starting from the knowledge that it takes place there. This is the essential point: validate all voices, particularly those of our students, in order to build the proposal on which we are embarked.

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Public Policies on Communication and Education. The Challenge of the Pandemic [21]

Dolores Espeja [22] and Luis Lázzaro [23]

Abstract

The COVID-19 pandemic highlighted the digital gap and the role of ICTs for access to education in the new health care context. In the face of this, public policies aimed at promoting universal access and the importance of the critical use of technological devices in all their manifestations were highlighted. Within this framework, it becomes a priority to consider the emancipatory possibilities of a view point that integrates the processes of education and communication, in order to foster better educational practices and to promote the rights of children and adolescents. The paper compiles the perspectives on the articulation of the education communication fields that support the work of the National Communications Agency and the Audiovisual Communication and Children Advisory Council (ENACOM, and CONACAI, by its Spanish acronyms) in this difficult context.

Keywords: CONACAI-ENACOM; Education – Communication; COVID; Media and Information Literacy.

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21 This paper compiles the perspectives of the education-communication field from the ENACOM CONACAI teams.

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23 General Director of Institutional Relations of the ENACOM. Journalist, teacher and specialist in Education, Languages and Media (UNSaM). Professor of Communication and Information Law (UNDAV-UNM), and Digital Media Convergence (UNDAV). He developed research tasks on new platforms and social indicators of inclusion in the Information Society. He performed functions at the Coordination, National Direction and Management in public media and audiovisual regulatory authorities. Author of "Geopolitics of the word, Reflections on Communication, Identity and Autonomy" (2015), "The Battle of Communication" (2010/2011) and "Radio as a Pedagogical Mediator in Education" (2021).

The COVID-19 pandemic has led both communicative and educational processes into a worldwide crisis. The communicative processes are subject to the increased circulation of meanings and data through multiple networks and screens, which equate all messages and facilitate false or malicious news, as is the case of the infodemic. Educational processes were affected by the interruption of the face-to-face encounter of students and teachers in the physical environment of the classroom, which forced the reformulation of linkage strategies and ways of accessing and exchanging pedagogical materials.

In order to examine communication and education public policies, it must first be acknowledged they are absolutely interrelated. Without communication the pedagogical process is not possible and without basic educational tools it is more difficult to decode and anticipate, in a critical sense, much of the media discourse.

To address this articulation is understanding that these fields are not limited to institutional or organizational spaces of exchange established for such purposes, but are also projected towards other dimensions of social and cultural interaction. In other words, communication is not limited to mass media, but constitutes practices of symbolic production and sense in all spheres of human participation.

Nor can the approach be restricted to the classroom environment or the formal education field, because this would imply ignoring the educational impact that occurs in other cultural environments or the circulation of information and representations, among which traditional media and digital environments stand out.

Likewise, the reduction of the communication scenario to the mere availability of technological resources or devices, which tends to reflect a technocratic view of both communication and education, should be avoided.

Between the face-to-face and the "online" school, which turns the classroom into a technological device, we find a significant transformation of the pedagogical process forced by the pandemic. Because devices are constitutive of new mediated modalities of social interaction and fulfil certain functions that we understand to be complementary. But these devices do not definitively replace the human dimension of the educational social fact that occurs in the common physical space of the physical encounter.

Now, this occurs in a context were national policies have had to determine life and health care actions to confront the threats and serious coronavirus consequences. Therefore, online learning became an emergency solution to protect those who participate in the educational community and those who interact with them. This also occurs within the framework of a media speech that was initially strongly impregnated with skepticism and denial about the very reality of the pandemic. A discourse that proposed a false dichotomy as to whether caring for health meant giving up on education.

In this framework, at the intersection of education and communication fileds, public policies supported the urgent need for health prevention while seeking ways to facilitate the encounter between students, teachers, and pedagogical proposals through media, platforms, and devices that required a strong state intervention to enable the process, even with its limitations.

In this sense, Presidential Decree 690/2020 redefined Internet access services, fixed and mobile telephony, and paid audiovisual services (dominant in the culture of access to information and entertainment in Argentina) as public services regulated by the State[24]. This has become one of the main tools of state intervention in the field of education-communication. The norm has considered this political action as an instrument to ensure the human right of access to communication and, and under those circumstances, to educational platforms that replaced class attendance, or complemented it, especially in those areas of greater epidemiological severity.

The recovery of policies and programmes such as *Conectar Igualdad*, the Juana Manso federal plan – from the Ministry of Education –, as well as the Educ.ar portal management and the platform *Seguimos educando*, are also a set of measures that involve articulating the educational agenda with access to devices, without which pedagogical continuity would not have been possible.

Likewise, the implementation of free access to educational domains to avoid data consumption, the provision of telephone cards to provide credit for students' devices, as well as the inclusion of Popular Neighbourhoods, and other measures tend to universalise the connectivity implemented from

24 See regulation at: http://servicios.infoleg.gob.ar/infolegInternet/anexos/340000-344999/341372/norma.htm

ENACOM[25]. All these constituted the counterpart that allowed encounter between educational institutions and students during this period.

It should be noted that, during 2020, in the most critical moments of the pandemic, the schedule of traditional open channels with a national scope did not exceed 6% of the content for children and adolescents, while the content considered educational and cultural did not exceed 5%. This is explained by the high number of hours that Televisión Pública (Public Television) dedicated to educational content, which made up 20% of its grid[26]. This is the expression of a public policy that articulates the Ministry of Education and the state signal to promote educational content, which can also be seen in the thematic channels of Radio Televisión Argentina, such as Pakapaka and Encuentro.

Ironically, private commercial channels, which claimed to be emphatically concerned about education on the agendas of their main news shows, turned their backs on educational content or content dedicated to childhood and adolescent audiences at a time when isolation measures and prevention made it necessary to offer such programmes for that particular public.

These are some of the aspects to consider regarding the panorama of audiovisual communication and the bridges built in this very difficult period with the needs of the educational field on a national scale.

Within this framework, another of the decisions taken by the National State, through ENACOM, in the field of communication related to children and adolescents was to re-establish the Advisory Council for Audiovisual Communication and Childhood[27], which has its origin in the Audiovisual Communication Services Law. It is a plural, multidisciplinary and federal organism that brings together representatives of national public bodies, provincial governments, teachers' unions, audiovisual production sectors, universities, and civil society organizations specialised in the matter. It

25 On ENACOM's connectivity and digital inclusion policies, see: https://www.enacom.gob.ar/

26 Open TV CABA content report (Aug-Sep-Oct 2020). General Directorate of Institutional Relations – National Directorate of Audiovisual Services. ENACOM.

27 See: http://www.consejoinfancia.gob.ar/

promotes communication rights of girls, boys, and adolescents[28]. It is a space that remained practically inactive during the 2015-2019 administration and from which we consider it a priority to meet the challenges proposed by this stage of the development of new technologies in the field of communications.

CONACAI plans and encourages research, promotion, and training activities, organises meetings and workshop experiences with children and adolescents at a federal level. At the international level, through the ENACOM, it participates in the PRAI[29] space, which brings together regulators from Ibero-America, where Argentina currently coordinates the Children and Audiovisual Production working group and integrates other groups such as Media Literacy and Informational and Disinformation.

From the Council, we conceive educommunication as an indispensable instrument for the exercise of the right to communication of the entire community[30]. For although our sphere of action is that of children and adolescents, the emancipatory possibilities of a critical vision of the media are positive for all sectors of society.

Why do we speak of emancipatory possibilities of educommunication? Because we understand that educommunication, media literacy, critical training in media reception, through the use of tools such as framing, questions about sources, familiarisation with the different aspects of audiovisual discourses and the construction of the news, the understanding of editorial intentionality and the use of categories of analysis available in semiotics and communication theories in general, are essential to challenge a certain order of things.

Because in the name of common sense, of the apparent horizontality of digital networks and by repetition and insistence of brief and decontextualized statements, which ultimately have their origin in the same matrix, in the same editorial production plant, they reproduce and consolidate the social asymmetries that constitute the narrow of media corporations.

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28 See: Quality Criteria for a Better Audiovisual Communication Aimed at Children and Adolescents [pdf file]. http://www.consejoinfancia.gob.ar/criterios-de-calidad-del-conacai/

29 See: https://prai.tv/

30 See: Seoul Declaration on Media and Information Literacy for and by Everyone: a Defence against Disinfodemics. (2020) [pdf file]. https://en.unesco.org/sites/default/files/seoul_declaration_mil_disinfodemic_es.pdf

That is how through the agendas imposed by concentrated corporations[31], neoliberalism installs false dichotomies such as health or economy, health or education, or false news and data are manufactured and viralized, such as the belief that vaccines are poison. They also contribute to trigger media, political, and judicial operations or lawfare, to destabilise popular and democratic governments or make it difficult for them to rule.

In this map of real power, training in the critical use of media becomes essential to restore to audiences the possibility of reflecting, discerning, and strengthening their subjectivity in our interpretation of the world. It is also their possibility of active participation in the transformation of their reality. Appealing to the idea of a resilient population understood as one capable of coping effectively with traumatic experiences, on this occasion, in addition to the ravages that the COVID-19 pandemic caused to many families, we must think about the additional effect of the infodemic and talk about the ability of people to overcome it or, better yet, to have tools to prevent its harmful consequences.

Through educommunication, we can focus on intersectionality (Jabardo, 2012; Pineda, 2020) of genders, ages, socioeconomic contexts, disabilities, origins, and many others that cross subjects and their communities with all the weight of stigmatisation and exclusion, which are deepeneed by the trap of meritocracy, which also hides the structural factors of inequality.

We can also focus on the notion of conflict that underlies the media representations of polarisation and demonization of certain social actors, without any argumentation or contextualization. It is necessary to make it visible as a typical tension of dispute over meaning, which is necessary to question as a vehicle for inclusion and social justice (Lazzaro, 2021).

Media literacy also makes it possible to assume a critical perspective regarding hegemonic aesthetic and narrative parameters and to value a view located in the geographic, social, and linguistic parameters of our region.

31 On the role of corporations in this stage identified as the superior or advanced phase of colonialism or late colonialism, see: Zaffaroni, ER and Dias Dos Santos, Í. (2019). La Nueva Crítica Criminológica. Criminología en tiempos de totalitarismo financiero. Ciudad Autónoma de Buenos Aires, Argentina: Ediar.

To sum up: the pandemic was responsible for highlighting pre-existing inequalities. It is urgent to respond with public policies aimed, on one hand, at reducing the digital divide and, in parallel, at promoting development and dissemination of programmes that make it possible a critical use of technological devices and communication in all its manifestations.

In CONACAI, as a common space, members work in this direction[32], accompanying policies for the promotion of school radios and the use of ICTs in education, as well as access and connectivity carried out by ENACOM and the national government. And they propose, as the priority challenge of this new stage, active participation of children and adolescents, both in terms of critical audiences and producers of communication discourses linked to their concerns and needs, highlighting their status as subjects of law, and of fundamental members of the spaces of collective construction where their centre of life is developed and their possible worlds are projected, favouring a democratic communication that is deeply committed to human rights.

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32 We thank the Defender of the Public of Audio Visual Media and UNESCO for the invitation to promote these debates, which are increasingly necessary.

Pandemic Challenges for Public Educational Media: the Paka Paka Experience

Cielo Salviolo [33]

Abstract

The pandemic transformed the way in which children inhabit the world, which represented a great challenge for Pakapaka. This channel, together with other public ones set out to deepen the educational sense that motivate their creation. This led to the creation and broadcasting, together with the Ministry of Education, of Seguimos educando, a national plan aimed at guaranteeing educational continuity through a daily cycle of live programmes. Along with this, other content generated during 2020 also had an educational purpose.

The channel also engaged in lovingly accompany girls and boys through spaces capable of symbolising their imaginaries about the world around them, with proposals for interaction with others, to reinforce the idea that they were not alone, that they could ask questions and receive responses. Another objective was generating spaces for participation and awareness because children were the first to be made invisible during isolation due to the pandemic. Pakapaka had the goal of making them visible with their anxieties and questions make sure they received appropriate answers. This explains spaces such as "Windows to the World", in which boys and girls said how they saw the world from their window, in the middle of the quarantine. And then, how they returned to their activities in a new context. During the pandemic, the channel also set out to recover the collective, community sense, of the importance of responsibility during the health crisis. For giving collective answers, the Inventar Pakapaka Council was created. It was formed by 16 boys and girls who proposed themes for programming and, in short, participated in defining the contents.

Keywords: Pandemic, Public Media; Education; Childhood; Media and Information Literacy.

33 Director of the Pakapaka public channel. Cultural manager, consultant and researcher in communication and childhood, and producer specialising in children's audiovisual content and formats.

Pakapaka is the first educational and public children's channel in Argentina. It was born 11 years ago, in September 2010, and since then it has become a unique benchmark experience for all of Latin America.

In 2020, the coronavirus pandemic arrived, it got hold of us and forced us to find new meanings for our work. The pandemic transformed the way girls and boys inhabit the world. New routines were created and the ways of bonding were modified, but also the ways of teaching and learning.

In this context, one of the most important challenges for Pakapaka, as for all public channels – Encuentro and DeporTV –, were to urgently restore the educational meaning that motivated their creation.

The foremost concern was the creation and airing of the *Seguimos Educando* state programme to guarantee pedagogical continuity in times of pandemic. Pakapaka, together with the Ministry of Education, has been in charge since March 2020 of the production of content that goes from the Initial level to fifth grade, through a daily cycle of live television programmes. This cycle implied a great challenge, possible to overcome thanks to a history of 10 years of production of educational content and the decision of the State, which allowed and generated the tools so that in a very short time to eight hours a day of educational programming from Pakapaka were produced and edited.

On the other hand, the educational sense of Pakapaka expressed not only in proposals of purely school content, such as the cycle *Seguimos Educando*, but also in the production of other shows, from *Medialuna to Zamba*, from *Minimalitos* to Listo el pollo. Each series tells a story through different characters all cases, there is a question about meaning, a reason for being linked to the educational purpose of the channel, which was born as a tool to accompany the teaching and learning process.

A second challenge that this pandemic context generated for us was lovingly accompanying our audiences, boys and girls. And for that we set out to do it in every possible way: lovingly uniting mind and body, with words, listening.

We began to develop content so that they could symbolise their imaginaries about the "outside"; to offer collective proposals and interaction with others, reinforce the idea that they were not alone; listen to their questions and offer them answers, and enable channels of expression.

For that purpose, we generated proposals on the screen and social media that boys and girls could do at home. Activities with the body, artistic

activities, and proposals so that they could express themselves and tell how they felt or share their experiences, especially taking into account the diversity of childhood experiences.

In this sense, and prior to the pandemic, boys and girls lived very different experiences, of many contrasts. We could not lose sight of the fact that our screen speaks to those who have gone through and continue to go through the pandemic in an apartment without a balcony and to those who do so in a rural setting, or to those who isolate themselves in a community setting. All these experiences challenge us get hold of us. For this reason, our commitment is to build a screen in which all the boys and girls feel, at some point, represented. In other words, when they go through the screen there is content, a question, a character, and a scenario that challenges them and makes them feel represented.

The third challenge which is a permanent one for Pakapaka, is more political and very important: generate spaces for the participation and visibility of children. When the pandemic and the quarantine began, the first sector to be made invisible were boys and girls, because we stopped seeing them in the streets and we stopped hearing them in schools. For many months we did not see them, they were eliminated from the scene. At that point Pakapaka assumed the political responsibility of making children visible: with their anguish, with their fears, with their ghosts about what was happening and what was to come; generating spaces for their questions, but also for the answers, with pertinent and appropriate information that would allow them to process the situation.

In this context and with this objective, we developed different projects, in which the voices of boys and girls were protagonists. One of them was a beautiful experience in which the boys and girls first told us how they saw the world from their window during the quarantine. And then, in a documentary record format, they shared what it was like to do one of the activities they did before in the new context.

One of the work lines of 2020 was to reinforce collective and community sense of belonging. In a context of great difficulty, of isolation, we had to tell the boys and girls that in order to take care of other people they mustn't see them. The situation of isolation generated a strong feeling of loneliness. Therefore, replacing the collective and the community was a bet in which we continue working to be able to understand that the way out is always collective. In this framework, one of the great projects, the result of the pandemic, was creation

of the *Inventing Pakapaka Council*, an unprecedented experience. A council formed by 16 boys and girls from across the country who propose topics for the programme and, in short, participate in the definition of the contents.

At Pakapaka we believe, with great conviction, that we have the political, public, and cultural challenge of placing children in the center, and understand that this is a challenge for adults. And that putting them on stage has to do with the fact that boys and girls have to find contents that include them, but that they also have to join adults in the process.

In 2021 our motto was "Invent the World". It is a political slogan, an invitation for boys and girls to invent a world that needs to be rethought, that needs to be reinvented, but which also implies understanding that it is responsibility of adults. Pakapaka aims to create the conditions for them to have the possibilities and opportunities to invent the world.

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Educ.ar: Educational and Pedagogical Sovereignty for Educational Equality

Laura Marés [34]

Abstract

The pandemic demanded the renewal of didactic proposals in virtual environments: it was necessary abandoning pigeonholes and false options, such as the supposedly magical solution of connectivity. The educational system is heterogeneous and requires heterogeneous responses. From the first emergency response, we moved on to long-term solutions. This is where the Juana Manso platform, a comprehensive proposal for virtual classrooms, emerged from.

This platform is based on the principle of technological sovereignty, necessary to design public policies, independent of the market and so that education does not remain captive to commercialization. This is followed by pedagogical sovereignty, that is, deciding who says how to teach, how to communicate, what is the pedagogical framework, decisions that must be made by the educational world. Another action line is federalism, meaning that all provinces participate in the development of content and classroom management. Digital technologies are expanding arround us. They can be of great help in education, but we are not going to be digital citizens with full rights without achieving access and connectivity, and without acquiring user skills. It is necessary to define what technology is used for and how it can contribute to equality and educational quality. We propose that each teacher seizes technologies, for critical use and to train strong digital citizens.

Keywords: Technologies; Public Politics; Sovereignty; Rights; Media and Information Literacy.

Since the pandemic, one of the biggest challenges we face in educating with technologies has to do with put in order the demands created during isolation and critically analysing them. And as a result, overcoming both emergency thoughts and discussing different speechs in the media, which simplify complex issues and often install ideas that, seen from different perspectives, reveal other agendas.

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A clear case is the idea that states "non-face-to-face" is virtual and that "virtual" is synchronous, when this is not necessarily the case. There are many didactic options in virtual environments in asynchronous mode, for example. False options like these introduce a technocratic discourse and place the attention to ICT policies, for example, on connectivity, as if this was magically the only possible response to teaching with technologies. Likewise, these views homogenise the need for diverse strategies and solutions, and the Argentine Ministry of Education works hard with all areas to reach different parts of the country with specific solutions that try to understand the heterogeneity of the system.

In the areas where we work with educational technology, like the one I directed during the entire first stage of the COVID-19 pandemic, we had a first emergency response – on March 16 – which consisted of curing, ordering, and making available the resources, mainly digital, that were available in education to implement the proposal *Seguimos educando*. They were educational resources that girls and boys could use, alone or with their families, without the need of working at school or with a teacher.

This proposal was replicated in different formats: on the web, in fourteen daily hours adding Public Television, Canal Encuentro, and Pakapaka; in seven hours of radio programmes; in the booklets that were delivered to different parts of the country. In all cases, a basic sequence was proposed, the class of the day, in which the goal was dealing with the same subject in different media, with the particularities that these media had.

When the days began to pass and it became clear that this was going last longer, we began to think of long-term solutions that could cover much more than one or two months. The Juana Manso platform was conceived, designed and built within this framework. It is a comprehensive proposal for virtual classrooms developed based on a Moodle platform, redesigned for initial, elementary, and high school education, for teacher training, and accompanied by a repository, a series of federally-built open educational resources.

What is the Spirit in which the Platform was Created and Launched in August 2020?

First: technological sovereignty. In educational technology it is usual for management teams to receive offers from companies that provide – sometimes for free – content and applications. The pandemic was no exception. We all know that this means a commitment that ultimately has

a commercial basis and does not allow public policies to plan and grow independently of the market. On the other hand, these solutions were not able to guarantee the security of teachers' and students' data. It is common that when taking a free Internet service, users become captive of a commercial system that ends in commodification. In this case, it would be education. Several investigations and even a very popular documentary, *The Social Network Dilemma* (Jeff Orlowski, 2020, Netflix), have exposed these mechanisms that have been carried out for decades.

Everything that was developed in *Educ.ar* S.E. during that stage was either open software or in the process of being released. The idea was offering this information to communities so that the developments could be adapted and modified by any other organization or country that wanted to use them. This is also a fundamental concept in the development of technology in our country.

The other milestone of the project is pedagogical sovereignty. That is, who says how something is taught? In line with what we have been arguing, it should not be a company. A few months ago, a study by the IDB (Inter-American Development Bank) on EdTech (educational technologies) revealed a pedagogical deficit in the market's proposals. The study concluded that the market had to considerably improve in this aspect and present innovative products based on educational technology.

Therefore, pedagogical sovereignty is fundamental: who decides how to communicate, who decides how to teach, who decides what the pedagogical framework is and which didactics will be used. These agents have to be from the educational world: teachers, trainers, specialists, and different management of the jurisdictional Ministries.

Last but not least, another landmark of the Juana Manso project aims at a jurisdictional co-design. It is a federal proposal that calls on the provinces to build contents and manage the classrooms of their schools. One of the products in which this feature is most clearly observed is the Juana Manso Open Educational Resources Repository, which aims to collect, preserve and distribute content from all jurisdictions, making it available to the entire nation.

We are living in a world where the "digital" surrounds us in everything we do. Smart objects and objects that have artificial intelligence are going to be more and more common. That helps us to a certain extent. However, if we do not know what we are authorising, we will not be digital citizens with

full rights. This is one of the skills that we have to work on at school today. This has to do with what we call technology access, use, and appropriation.

From Educ.ar SE, the Ministry of Education as an entity that works in the field of educational technology must assure access. For this reason, the Ministry has now purchased 633,000 computers to reach all students in what is called the generic eighth year, the first year of high school in most jurisdictions.

At the same time, a connectivity project reaching all schools in the country was planned. This is not a short-term initiative but involves a very large budget and great challenges to reach geographical areas that have difficult access, such as the Andes Mountains. Connectivity is a policy that requires years and the continuity of several related government areas. In an integral way, it is aimed at access to computers, connectivity, content, and training, but finally, there is use: designing proposals to think about what technology is used for and how it can contribute to equality and educational quality.

It is necessary to identify what we need, what helps us in the teaching task in each case, and how we incorporate use of technology as something natural, a tool. We intend that each teacher help us create, do and, as mentioned above, train digital citizens with full rights. If we don't work on it, we will end up with technocratic or commercial uses, depending on the market and large corporations, instead of taking advantage of technology for educational purposes.

We need to build a mature and sovereign relationship with the market as well: knowing what to ask for, how to ask for it, and when to say no. And in this sense, the Ministry worked with companies, universities, and software communities, both with the Juana Manso platform and the different solutions provided by Educ.ar SE, from digital literacy to content production.

The goal was exceed with a long-term perspective what was achieved in the framework of emergency remote education, as this exceptional stage was defined, during which each teacher did what he/she could in the virtual world, in a context marked by improvisation, political cracks and media operations.

The challenge is to research, reflect and communicate what are the best ways, what are the best tools, why the permanent synchronous model is not the most appropriate and generates great exhaustion, or how to manage privacy, among other issues. But also, to be clear about new ways of organising learning times and spaces, other tools and dynamics that

can be an opportunity to work in high school, with more autonomous and motivated students, and recovering the best of the face-to-face classroom, of the school and the educational relationship.

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Communication and Education: Rights in the Pandemic

Silvia Bacher [35]

Abstract

The particular moment in human history in which we find ourselves places Media and Information Literacy (MIL) in a key place on the public agenda. A global pandemic locks us in and, at the same time, connects us through internet. The crisis offers us an opportunity to transform into fairer and more ethical societies.

For decades, public policy has saturated classrooms with technological devices, without paying attention to the complex socio-cultural transformation that directly has impact on the heart of the school fabric. Today more than ever, at a time when humanity is crossing a limit, it is essential to navigate between cultures to strengthen dialogues that allow us to open new paths. Can MIL be a path to that opportunity?

Keywords: Media and Information Literacy; Communication Education; Human Rights.

Media and Information Literacy (MIL) is not a new topic. This is evidenced, for example, by the fact that, since the 1970s, UNESCO has been bringing together professionals from different parts of the world to treasure experiences, promote research or produce documents. In short, to promote MIL as a way to strengthen human rights, citizenship, and democracies in the world.

For 30 years I have been researching and working with passion in this field, which I call Communication and Education, an approach from the perspective of human rights. There are different definitions such as educomunicacion,

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media education, media literacy, and many others, all gathered under the broad umbrella of MIL, which allows the promotion of debates, exchanging experiences, broadening horizons, and connecting actors.

The particular moment in the history of humanity in which we find ourselves places MIL in a key place on the public agenda. A global pandemic locks us in and, at the same time, connects us through internet. We find ourselves in a crisis that offers us an opportunity of transformation towards fairer and more ethical societies. Can MIL be a path to that opportunity?

The letter of Seoul 2020 when states, among other points, that MIL is a central competence to address the infodemic, which contributes access to information, freedom of expression, protection of privacy, prevention of violent extremism, promotion of digital security and the fight against hate speech and inequality. It also promotes diversity, in particular with regard to the ability of marginalised people to create and disseminate content expressing their vision of the world.

The debates, research, and experiences carried out for decades, even prior to virtuality are supplies to think about the challenges we face. Perspectives such as those of Célestin Freinet, Janusz Korczak, Paulo Freire, or Jesús Martín-Barbero, already spoke to us of other ways of thinking and thinking of ourselves from the perspective of communication and literacy as processes of dialogue, experiences, and knowledge among those involved, on which learning is built. MIL implies the ability to critically observe, create and spread information, read the world, tell about it, and communicate to influence and transform it. It is in this frame that we speak of human rights. But it is not possible to ignore how the time we live in is uncertain, at times distressing, and hopeless. The pandemic has deepened inequality in multiple senses manifested in various pre-existing structural gaps, in dimensions of all kinds: economic, social, gender, and environmental, among others.

The interruption of face-to-face schooling due to the threat of COVID-19 caused worldwide alarm, because of the social vulnerability faced by societies. According to ECLAC, by the end of May 2021 in most Latin American countries, schools had still, on average, more than one academic year without in person classes or extended periods of interruption for health reasons. And it warns that "although the continuity of educational processes has been promoted remotely using digital or traditional media (such as television or radio), the digital gap has become evident for rural and lower-income populations, which have less access to connectivity and skills

to take advantage of this type of technology" (ECLAC, 2021:41). The same ECLAC document indicates that, according to different studies, the impact of these decisions has different consequences. Learning losses due to lack of school attendance are estimated at up to one year of schooling. Other documents mention more effects, but the burden inevitably weighs on the most vulnerable groups and individuals.

There are multiple and diverse dimensions that have become more complex since the pandemic and I want to mention a key dimension to address MIL: the climate of hopelessness perceived in different areas. In order to achieve literacy in all the dimensions the term implies, it is necessary to recover hope in the sense defined by Paulo Freire, whose 100th birth anniversary was celebrated in September 2021. This is how he spoke about hope, in the Magistral Conference he gave in Buenos Aires, in the 1993[36]:

I have to understand that living with hope means creating concrete conditions for hope. So it's a dialectical thing. Because on one hand, it is not about hope as something outside me, something beyond myself, as a kind of holy distraction, that comes kindly to hold my hand and tell me 'walk with me Paulo, I am the holy hope'. No, it's not that, but it's about the hope that I begin to embody in practical actions. That is to say, I only recognise hope when I see it materialise. Concrete. That's why hope does not exist outside of action. A hope that is not involved or involving the hopeful in concrete action, is a desperate hope, an immobilising hope.

As mentioned, MIL is an opportunity to address, make visible and influence the agenda on complex issues. This is what human rights, in general, and the rights to communication and education, in particular, refer to.

In the 1990s I had the opportunity to present the experience I was leading at that time at a seminar organised by UNESCO in Vienna. I want to share some aspects of that and other experiences, in which Freire's definition of an active hope linked to MIL turned out to have a strong impact on those of us who participated and the communities involved. The idea of recovering this experience is a possibility of finding certain links that can inspire us to think about the challenges we face.

36 Retrieved from: https://www.youtube.com/watch?v=AhzlpBn_gks

I am going to start by referring briefly, then, to the second of the points raised by the title of one of the talks convened by UNESCO and the Public Defender's Office: Experiences.

A bit of history. Argentina. End of the 1980s. The return to democracy after a bloody civic-military dictatorship challenged us to rebuild ourselves in multiple and painful ways. It was urgent to reopen the barriers to freedom of the press, freedom of expression, freedom of information, and participation that during those years the dictatorship had suppressed from society in general and the educational sphere in particular.

In moments of deep social trauma, MIL has a reparative function. I didn't know it then, but I was able to understand it later. In this context, I was invited by the writer Laura Devetach to join the government of the city of Buenos Aires and work in an incipient media production programme in public schools. Eventually, I would come to direct it for twelve years. During that period, thousands of teachers (these were defined by Divina Frau-Meigs as influencers) were trained in media production workshops. They experienced breaking the mould, learning to ask questions, to inquire and give their opinions, and produce information.

Those teachers then coordinated workshops with their students, to produce magazines, radio programmes, and videos that would circulate in different media. So that their voices, their interests, and concerns would go beyond the limits of the classroom and the school.

Try to imagine the process of leaving behind the silence and fear of speech and freedom, imposed by the dictatorship. It was complex, but with the strategies and tools of MIL (without knowing that they were MIL), teachers and students built spaces of trust. These searches, which included strongly resisted aspects, were elusive for public policies in different countries, but they were already beginning to shape every day practices in schools. One of the purposes that the production of media in school sought was to make visible the voices of children and adolescents from schools, the last frontier of the public.

The opportunities offered by MIL are like "windows to which they would never have looked out of, and from them there they show themselves and observe, inquire, reflect, and debate. They understand. They can both problematise media logic and think of themselves as audiences and consumers, as well as influence their communities to transform them. They

can make choices, they can then begin to be free." (Bacher, 2009:141). This path allowed, since then and until today, the construction of citizenship. That is the field in which we move.

In 2004 we founded Las otras voces [The Other Voices, Communication for Democracy], an NGO that from the beginning has been weaving networks in Argentina, Latin America, and Spain. Since then we have faced challenges, obstacles, achievements, and mainly built learning. Always with the focus on human rights, because they are the rights on which MIL is based. In these 17 years, we have carried out many actions. Our first project was the National Network of School Radios: Learning with the radio. I must say that radio is a great passion for us.

We designed and executed MIL programmes with different organizations, such as UNESCO, UNICEF, OEI, ministries, public agencies, schools, and companies, in alliance with other organizations and universities. We trained teachers, organised workshops with young people from all over the country, are part of Ibero-American research networks, organised national congresses, and participated in international congresses. We produced educational material, videos, compact discs, books, brochures, board games, academic and dissemination articles, and a website. We addressed complex issues, such as gender stereotypes, violent relationships, child and adolescent pregnancy, adolescent and problematic consumption, significant use of technology, digital citizenship, and many other issues related to MIL. We also influence public policies so that children, adolescents, and MIL are incorporated into the public agenda. Participation from childhood, critical thinking, freedom of expression, free access to information, and digital citizenship, in short, MIL, was, is, and will be our commitment.

Challenges and Protagonists

So far, I have focused on our experience, as one of many existing ones, because I value going over achievements and errors of what has been built as an input to move forward. It is true that new challenges appeared during the pandemic, but there are others, previous ones, that have not been yet solved. They are challenges and tensions that have become more complex.

It is impossible to think of Latin America without considering that it is a profoundly unequal continent. In terms of communication and education rights – we are talking about human rights that enable the exercise of other rights –,

in a large sector of childhood and adolescence, this inequality is reflected in the violation of rights. That is, in their right to exercise their citizenship.

An inequality perceived in times of pandemic (and long before) in different conditions of education, habitats, structures, and family characteristics, as well as in the possibility to access a learning environement. Responsible adults with different levels of availability to accompany the educational process or handling technological devices. Different access to those devices and connectivity. Different access to significant use of those devices. In fact, CEPAL warns about the risk of not having access to digital technologies and, I would add, connectivity and education as the new face of inequality. The pandemic has made evident many of the problems that existed before. It not only made them evident: it deepened them.

Demanding the resolution of these weakness is one of the great challenges of the MIL. Preventive health bubbles, caused by COVID-19, are activated and deactivated depending on the epidemiological situation. But these other are bubbles that, if not tackled with public training policies and strong investment, will remain active well beyond the pandemic.

From the beginning, schools were conceived as spaces for the transmission of knowledge and teachers as sources of this undisputed knowledge. That school, which responded to a much more complex model, has cracked. Today students come to school (online or in person) with subjects culturally unknown to their teachers. One of the great challenges is accepting that "ICTs are not an isolated phenomenon, but rather the new and challenging environment. The knowledge of the teacher and the encyclopaedia are confronted with that of the search engine and Wikipedia. Traditional reading is challenged by the interaction with the hyperlink. The tension between cultures becomes unavoidable at school." (Bacher, 2016:42).

Jorge Carrión points out that Zoom sums up the aesthetics of the pandemic: "The image of that grid of faces in different places sums up what we are right now: a succession of cells with pixel windows that communicate with other cells. An infinite and virtual hive" (Carrión, 2020). It is possible to expand that it is also the synthesis of the 2020 image of education in Latin America. Many of those grids with cameras off, faceless, with nobody identifing oneself, nobody listening, nobody asking. That paradox among millions of adolescents who inhabit cultural circuits unknown to adults who try to educate them without having listened to them, without attending to their concerns, fears, and interests. Without knowing them. Without

understanding that "dialogue does not impose, it does not manipulate, it does not tame, it does not sloganise" (Freire, 1970: 220). On the contrary, listening allows us to understand that "without us noticing, a new human being was born [...]. He or she no longer has the same body, the same life expectancy, he or she no longer communicates in the same way, no longer perceives the same world, no longer lives in the same nature, no longer inhabits the same space." (Serres, 2013: 22). Meanwhile, for decades, public policy classrooms were saturated with technological devices, without paying attention to the complex socio-cultural transformation that had impact directly on the heart of the school fabric. The result could not be different from what we know.

The socio-cultural transformation that has left the school totally confused has produced an epochal mismatch. It is possible to consider that MIL can operate as an interface by promoting participation of citizenship in a world with digital preeminence, since "although young people acquire technological manipulation skills without the need for school mediation, however, many times their productions remain drowned in reproductions that do not problematise the limits of their knowledge or their citizen participation. In this change from consumer to prosumer that the school, swamped with screens, can operate since it is the space for that production to become significant in terms of opportunity and social justice." (Bacher, 2016:45). Today, at a time when humanity crosses a threshold (Berardi, 2020), it is essential to strengthen dialogues that allow the opening of new paths.

But it is not an individual or institutional transformation, for example, exclusive responsibility of school. It is necessary to understand that change will result from collective commitment. Governments should take responsibility and provide budgets for diversity of MIL programmes, and that media should commit to train professionals who work for them (in their different roles) so that they understand how to report on children, youth, and vulnerable minorities and why they should give them voice to them; that teachers should guide children and young people to find their own voice, and young people claim their rights. This is a summary of what will guarantee transformation. It is a collective challenge and MIL is a way to promote inclusive, diverse societies, with more better informed, plural, democratic, ethical, and sensitive voices.

Final Reflection

For years, MIL challenges have increased and become more complex for multiple reasons. The new flows of information, the exponential growth of digital technologies, inequality in access to connectivity and access to meaningful use of technologies, and ethical challenges faced by artificial intelligence and digital citizenship, among others. But the COVID-19 pandemic accelerated them dramatically.

As we mentioned previously, the prolonged closure of face-to-face classes – which deepened the gap between those who have access to devices and connectivity and those who do not have it or must share both their devices and their workspaces – is just one example of how societies at a global level see the most vulnerable groups hit hard. New and old challenges remain unsolved: the voices of the most vulnerable girls, boys, and adolescents are unheard in societies. Hate speech, mistreatment of migrants, lack of gender equality, and the lack of empowerment of women and girls remain in great debt. These are just some of the problems that persist and to whose resolution MIL can contribute.

The biological and virtual virus exposed the deep gaps that surround societies in Latin America. To transform these unfair scenarios, it is urgent to educate autonomous citizens, bearers of tools capable of reading, producing, and analysing the infinite information to which they are exposed. Free, educated and informed citizens, initiated on the path to emancipation, capable of expressing themselves, influencing and transforming their communities. In order to achive it, the horizon cannot keep being the distribution of technological devices. The urgency was, is, and will continue to be the need to put people, the bonds that are establish, culture and not devices, at the centre of the communication process.

During his visit to Buenos Aires, where he travelled to celebrate the first ten years of the civil association Las Otras Voces. Communication for democracy, Martín-Barbero began his conference with a provocation: "Welcome to the chaos... Welcome back, because I think this world is so out of orbit that only a return to chaos will allow us to reinvent society. To reinvent a society with the capacity to embrace all the diversity that exists on this planet today. All the diversity of sensibilities, of the sensorium. All the diversity of inventiveness, all the diverse types of hope. All the narrative diversity that exists today, the narrative explosion of adolescents, of young people: welcome to chaos" (Martín-Barbero, 2014).

Start by thinking about collectively building ethical and empathetic societies with engaged, inclusive citizens, with the ability to listen to the multiplicity of voices that exist because they consider them essential, would be a first great challenge to address with key actors. There is much to do. But this is the first step.

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Considerations to Advance in More Comprehensive Diagnosics of the Processes of Building Digital Citizenship [37]

Rosalía Winocur [38]

Abstract

In Latin America, the pandemic deepened digital inequalities in access, connectivity, and skills acquisition. Faced with this, there are limitations in the indicators for evaluating the exercise of digital citizenship, which need to be rethought so that they are able to account for the diversity of social realities and techno-cultural environments in which digital technology appropriation practices are developed.

The concept of digital citizenship is nourished by diverse social representations, which acquire meaning only in situated practices and specific contexts, crossed by changes and evolutions of various kinds.

In addition, we consider digital citizenship as a relational concept, constituted by experiences of appropriation in very different environments and not only in formal school spaces. In short, the survey of digital citizenship experiences requires qualitative instruments to explore all practices, knowledge, and meanings.

Keywords: Digital Citizenship; Inequality; Diagnostics; Technologies; Media and Information Literacy.

In the diagnosis and monitoring carried out in the region on the state of digital citizenship, almost all people fail in some indicators used to measure their level of appropriation. This is due to factors that we know and have extensively been studied. They have to do with deep digital gaps, which not only exist but have deepened as a result of the growing inequalities in the region in the context of the pandemic.

37 This article is a transcript of the author's intervention at the First Conference on Digital Literacy, Citizenship and Disinformation in Times of Pandemic, organised by the Public Defender's Office and UNESCO.

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The famous first-order gaps refer to Internet access and connectivity. Second-order gaps are related to digital skills and abilities. But also, and this is my first hypothesis to share, citizens fail not only because they are unaware of their digital duties and rights but also because the diagnoses lack more comprehensive indicators of the processes in the construction of digital citizenship.

As we already know, public policies by nature always involve strategic objectives, action lines for their execution, and expected results. They also imply the construction of indicators for their evaluation, based on these objectives and expected results. Digital inclusion policies are no exception, particularly those dedicated to promoting the construction of digital citizenship or the values of digital citizenship construction.

These indicators, necessary and consistent with the objectives of the policy, somehow condition the evaluation. We can do research only on what can be observed and measured in terms of these indicators. As a consequence, practices, imaginaries, and social representations that are constitutive of these unequal experiences of the appropriation of digital technologies, the use of the Internet, and the construction of digital citizenship are left out. I believe this is serious because the dimensions that are left out could provide substantive explanatory variables to rethink policies for the promotion of digital citizenship.

To deepen the diagnosis of digital citizenship, I suggest to move towards more comprehensive evaluations of the heterogeneity of the experiences that characterise its development in the region under conditions of social and digital inequality. This involves taking into account that digital citizenship practices are always carried out and make sense in specific contexts. Therefore, as with the appropriation of digital technologies, digital citizenship is not individually built – which is the assumption when we think of duties and rights of traditional citizenship – but in the context of diverse educational, labor, professional, and political communities. These communities have the imprint of gender, age, biographical tensions, and also, as we know, they are conditioned by different cultural, social, and computer resources.

My second consideration is to bear in mind that the concept of digital citizenship is foundational, for it does not precede the existence of the Internet. It is nourished by diverse previous social representations about the rights and obligations of traditional citizenship, which are not homogeneous. Not all people or social groups have the same understanding of what is

public and what is private, what is collective and what is individual, what is one's own and what is someone else's, what is punishable and what is tolerated, what is legal and what is illegal. In addition, many people may have digital citizenship practices they do not recognise. Or the other way around: declaring that they understand and exercise digital citizenship based on their interpretation of what it means, but then it is verified – it has already happened in several studies – it is not the case.

A third consideration is to draw attention to the fact that digital citizenship is an abstract concept, which only acquires meaning in specific practices, whose meaning can be contingent and variable depending on context. What do I mean? The same person in a certain context can recognise and talk about his or her digital citizenship practices – for example, at school – and be unable to recognise them in a different context, for example, in a community of gamers. Also these contexts depend on, or change with age, as in the case of teenagers who, when they reach university, begin to worry about aspects of their privacy that were not relevant before. This generational dimension also seems very important to do research on processes of construction of digital citizenship.

A fourth consideration is that the exercise of digital citizenship in many sectors (elderly adults, people without Internet access, with a low level of education, or with some disability) is very often mediated by school children, community leaders, and teachers who support them in the search, use, and translation of information, in carrying out procedures with public agencies and companies, in denying false news and in warnings about risks on the Internet. Therefore, it should not be assumed that the difficulties of these people in accessing the Internet necessarily limit their possibilities of practising digital citizenship. Yet their possibilities depend on the skills of certain key people in the family or the communities, who act as mediators or translators. However, I think that if we think of digital citizenship as a relational concept, we should include them and not discard those who do not have access to the Internet or do not have sufficient skills. Likewise, it must be considered that these mediated and diversified informal practices institutionalise the experience of being digital citizens, even if they are not exempt from myths, prejudices, and assessments that very often hinder the understanding and incorporation of knowledge and rights on the Internet. In short, we learn to be digital citizens in extended, diversified, and localised practices, in very diverse everyday spaces, and not only in formal educational spaces.

The foregoing considerations entail epistemological and methodological consequences for the design of the questions and instruments for the assessment of the status of digital citizenship. The experience of digital citizenship must not only be explored in educational or government settings, but also in broader spaces of sociability, entertainment, motivations, interests, identity management, or in the resources and symbolic elements that intervene in the appropriation of information that do not stem exclusively from the Internet or computer literacy.

Hence, the survey and understanding of the heterogeneity of experiences of digital citizenship in various social actors cannot be limited to the application of self-administered questionnaires, telephone surveys, or the observation of the visible behaviour of citizens on the networks, but rather it must be complemented with qualitative instruments that allow exploring the practices, knowledge, and meanings linked to these experiences in the worlds of life where they acquire their significance.

Education and Communication from an Educational Policies' Perspective

Mónica Pini [39]

Abstract

The education and communication universe, the advance of digital culture, and disinformation have been under debate for some time, as phenomena that change faster than the capacity of institutions to deal with them. These institutions were weakened in neo-liberal political periods, such as the one Argentina experienced between 2015 and 2019, with an increased inequality that had impact on the educational system. Supremacy of the market transferred to the media the power of being referents of what is "real." Multimedia, also have impact on education, set agendas, install parameters for children and youth consumption and, in short, promote individualism, competitiveness, the culture of expiration, stereotypes, and discrimination. Digital technologies are, at the same time, a powerful device for cultural mediation. This paper proposes linking critical discourse analysis with Paulo Freire's tradition of education and popular communication in Latin America and critical pedagogy. Argentina has regulations which emphasise the objective of democratisation of goods and services, the perspective of rights, cultural diversity, and the comprehensive education of citizenship. Within this framework, it is necessary to understand the logics of signs and meanings that young people and adults consume and produce more effective teaching tools to achieve it.

Keywords: Education; Communication; Educational Policies; Critical Literacy.

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Education and Communication from an Educational Policies' Perspective

The aim of this text is contributing to the debate on education and communication from the point of view of educational policies, my area of specialisation, which is oriented to the study of cultural changes and communicative phenomena, due to the relevance they have acquired for education and in public discourse.

Many of the problems related to education and communication, the understanding of digital culture or disinformation as a form of manipulation, are not new to the debate, but they are being updated, given that they constitute old ideas in a new package, expanded by concentrated media and multiplied at the service of economic interests. Fortunately, there are also possibilities to deepen the analysis to continue disputing over significance.

Compared to the importance and speed of these phenomena, institutions inevitably move at a different pace. There are limits to what is analysed and understood in education about the meaning of the digital world, how different cultures and traditions are intertwined, and all it implies in our lives. In addition, the presidency of Mauricio Macri in Argentina between 2015 and 2019 was a setback in rights and a great predominance of the private sector over the State.

The context of economic reforms in Argentina during those years included abandonment of public services, increase in unemployment, reduction of internal consumption, an unpayable foreign debt, and the regressive distribution of income. It became critical at the end of 2019, practically a pre-pandemic. This late neoliberalism implied a structural reform of the State, an enormous transfer of income to the richest sectors, capital flight, the flourishing of financial capital, labor law relaxation at the service of corporate interests, and, above all, a decisive use of communication and marketing to influence the collective imagination and common sense of society through the media (García Delgado and Gradín, 2017).

Increase in inequality had impact on the levels of students failure and dropout. Also in education, the government sought to build a pro-market ideology. Companies and the media oriented the agenda, amplified by the Internet, the private appropriation of the public sphere, the colonisation of educational discourse by economic categories and techniques, and the reduction of the educational budget. Similarly, the 2015-2019 government limited teachers'

rights and used the media to promote the discredit of educators and their organizations (CTERA, 2019; Cambours de Donini and Pini, 2017).

The consequent institutional impoverishment – to which the mass media contribute – turned media into references of reality and models of behaviour, pretended bastions of truth, integrity, and social criticisim, hiding that there are sectors defending their interests behind each content. Media often reproduce models and promote consumptions we should all be able to analyse, since not only information, entertainment, and marketing, but also education remains in their hands.

Like all large corporations, they seek to train consumers to expand markets, establish agendas and naturalise their role as providers of all kinds of goods and ideas. At the same time that they install child and youth consumption patterns, they establish values that are funtional to the system: individualism, competitiveness, the culture of expiration, certain social stereotypes, discrimination, etc. Digital technologies are not neutral, not just a tool, but a powerful cultural mediation device.

Connecting critical discourse analysis (CDA) with the tradition of Freire's popular education and communication in Latin America, and with critical pedagogy (Pini, 2009), helps us see digital literacy as critical literacy, which includes technologies and media and their productions – different speech models – as an object of in context study.

Based on this perspective, with Mariana Landau, we created the postgraduate course in Education, Languages, and Media, thaught since 2005 at the National University of San Martín. Jointly with Claudia Terzian I teach the undergraduate seminar in Education and Communication. The main reason for these initiatives is that they deal with issues that are not usually studied in Education careers from the point of view of the politics of pedagogy.

From a normative point of view, despite the separation between the educational, cultural, and communicational fields, both the National Education (LEN, by its Spanish acronym) Law N 26206 and Law N 26522 on Audiovisual Communication Services (LSCA, by its Spanish acronym) have common points.

The LEN (2006) recognizes the State as the main guarantee of education as a right, of access to information and knowledge, and of the establishment of educational policies throughout the country. It also deepens the concept of national educational policy, based on a set of goals and objectives aimed

at guaranteeing educational quality, equal opportunities, and access, among other issues that aknowledge the democratising sense it aimed to through the Governing Institute for National Education (Pini and Mihal, 2017).

On the other hand, the Law of Audiovisual Communication Services N 26522 (LSCA, by its Spanish acronym), enacted in 2009, constituted one of the greatest democratic achievements of this century in Argentina at a regulatory level, since it established a new communication paradigm based on human rights while repealing a law of the dictatorship. It also regulated "audiovisual communication services throughout the territory of the Republic of Argentina and the development of mechanisms for the development, deconcentration, and promotion of competition for the purpose of lowering prices, democratisation, and universalization, and the use of new technologies of information and communication" (Art. 1). The norm was modified by Decree 267/15, signed by Mauricio Macri, especially affecting the deconcentration purposes.

The LEN talks about the universalization of resources, the critical responsibility of the media, related contents, the role of Educ.ar, the creation of the Encuentro channel and educational channels. The LSCA refers to universalization, democratisation, the public interest of information and its socio-cultural dimension. Although not very well known, its fundamental Article 17, creates the Advisory Council of Audiovisual Communication and Childhood, and proposes a training programme in critical reception (Pini and Mihal, 2017). What would be critical literacy for teachers and students? Within the educational proposal, some key points are: "critical and creative appropriation of audiovisual and ICT", "critical analysis, appreciation and audiovisual communication", "generating autonomous actions of analysis and creation of their own audiovisual discourses and instances of circulation", "equal opportunities for access to information, knowledge, skills".

Both laws emphasise the democratisation of symbolic goods and services, the perspective of rights, cultural diversity, and integral construction of citizenship. It is very important that this becomes part of our democratic agenda in all areas.

The pandemic, apart from all its other consequences, has terribly worsened inequality. At the same time, urgency has expanded the dominant conception and instrumental profit of it and furthermore, it increased the profit of large companies and the educational privatisation agenda.

This agenda, preexistant under other formats, is the logic of privatisation, away from free teacher training and materials, for example, which constitute a clear need for teachers in their practice and training. The spaces that the State had abandoned were occupied by the market and companies – sometimes through their foundations –, which carry out cultural and pedagogical work in a broad sense, not based on the needs of the people but on their global and local interests. Within these interests I place disinformation: it is not just a matter of a few exalted or paid militants, but of instruments of a policy that usually tends to deny or condemn politics.

On the other hand, from a rights-based perspective, we promote democratisation of knowledge, as well as greater bonds with the social sphere and criticism of the pedagogy exercised by the mass media and the Internet through the messages and models they disseminate. Learning to understand the logics of the multiplicity of signs and meanings that young people and adults consume and produce more effective teaching tools is essential.

Critical literacy is based on the recognition of students' previous experience and knowledge of the media and seeks to provide them with elements to make well-founded decisions. It aims to develop their understanding of media culture and their participation in it as creators and re-creators of messages, texts, and images (Pini, 2018).

These learning and unlearning process is difficult because there is a whole culture behind it that does not get modified just with analysis and reflection, but questioning common sense helps. Training policies for all educational levels must allow learning technologies and the media to be approached from a pedagogical, political, theoretical-practical, and critical perspective at the service of citizenship, not of the market.

It is said that the educational system cannot deal with this. Also that the demands of the pandemic will put it on the sidelines, or will definitely link it to popular culture. My option is to promote the latter, an education that indulges itself to be rooted in the culture of its community, analyse it, reflect on it, and contribute to expand it.

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Digital Literacy: Challenges of Teacher's Training to Foster Critical Citizenship

Mercedes Leal [40]

Abstract

This presentation exposes some reflections arising from recent educational experiences, which took place in an unprecedented context in the history of schooling in the world and in our country, such as the pandemic. The policy of pedagogical continuity forced the use of virtual environments and new articulations between teaching and learning, which have generated modes of digital literacy for teachers and students. Undoubtedly, this experience is producing knowledge that can contribute to teacher training policies, problematising the link between education and communication technologies. Thinking about digital literacy from a critical pedagogy implies continuing to challenge teacher training to assume the responsibility of dialoguing with their present and not falling into dichotomous positions (technophilia vs. technophobia), which blocks progress towards critical citizenship.

Keywords: Digital Literacy; Pedagogical Continuity; Teacher Training; Critical Pedagogy.

Introduction

This presentation exposes some ideas and reflections arising from recent educational experiences, which took place in an unprecedented context in the history of schooling in the world and our country, such as the pandemic. The pedagogical continuity policy forced the use of virtual environments, giving rise to new articulations between teaching and learning that represent forms of digital literacy for teachers and students. Undoubtedly, this forced experience has generated knowledge that can contribute to teacher training policies, problematising the link between education and communication technologies. It should be noted that such reflections are made not only from the author's academic career in the Argentine educational system but from the position of an official of the Ministry of Education during 2020.

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This paper postulates that a digital literacy aimed towards critical citizenship must be inscribed in the antipodes of the instrumental perspectives of the use of communication technologies. These have been questioned in the field of education, due to their technocratic logic and inability to form critical and autonomous thinking. This question certain dominant conceptions that propose using digital technologies as innovative alternatives to generate equality. Or the idea that they constitute a merely instrumental element devoid of ideology, endowing them with a veil of non-existent neutrality and hiding in their use the material relations of their existence.

It is well known that the common sense that builds the beliefs and decisions of citizens is threatened by a neoliberal culture, that permeates all orders of life and penetrates through the hegemonic media. In addition to the enormous profusion of information available, there is the elaboration and dissemination of so-called fake news and trolls (users with unknown and often false identities) who post on networks and platforms, generating confusion and distorting the spaces they invade.

In the context of the pandemic and forced virtualization due to the closure of schools, technological media have become essential as pedagogical alternatives to support mass schooling processes. Something to consider is the risk the colossal advance of the large media emporiums, such as platforms, represent to educational sovereignty, considering that the pandemic brought, in addition to serious public health problems, a time of very strong cultural, political and social dispute in the world, in the region and our country. Hence, we need, as Dussel and Southwell (2007: 32) uphold, "a digital literacy that helps promote other readings (and writings) about the culture that new technologies carry, that allow subjects to understand the contexts, the logics and the production institutions of the knowledge they transmit, the organization of information flow, the origin and effects of these flows, and that also enable subjects to think of other routes and other forms of production and circulation."

Faced with the scenario described above, the construction of critical citizenship requires the presence of a State that ensures educational sovereignty and material and political conditions for the genuine exercise of the right to education for boys, girls, and young people, and the genuine exercise of the right to teach by teachers.

Pedagogical Continuity from the Argentine Experience

In the Argentine case, the National Ministry of Education, through the Federal Council of Education, articulated with jurisdictions public policies and strategies for the continuity of the bond between schools and learners. They were added to the pedagogical strategies and portals promoted by each province. The national programmes *Seguimos educando* and *Continuemos estudiando*, which had the purpose of guaranteeing access to educational resources and activities for all teachers at all levels, have been a strategy of the Ministry of Education aimed at offering, on a free navigation platform, content, resources, and guidelines for teaching, digital books for teachers. This was complemented by multimedia offers on public radio and television, and printed booklets produced by technical teams from the Ministry of Education.

The variable called "pedagogical continuity" was created to make sure that teachers continue teaching and learning, mobilising their knowledge based on the technologies and devices they had, and those of their students. The characteristics of this state policy were strongly influenced by the enormous commitment of the teachers, who massively supported these experiences, as they were capable of and with their knowledge about information technologies.

Argentina's National Institute of Teacher Training (INFOD, by its acronym in Spanish), decided to support this enormous teaching effort as soon as the ASPO (Social, Preventive and Mandatory Isolation, by its Spanish acronym) was declared, providing free and universal training on aspects related to the management of the virtual tools that would serve to face the emergency, keeping up with teaching practices in a virtual way. Especially to many generations of teachers not familiar with the digital world and who encountered difficulties in recreating teaching in these formats. It became convenient to offer education and training for the construction of didactic-pedagogical projects, from a critical integral perspective of the use of technologies. In this experience, the challenge was to analysing and questioning the link between digital technologies and education, and the incidence of this cultural configuration from a critical perspective of teaching and learning. A vision that goes beyond the incorporation of technological tools and teaching resources, and that challenges positions based on the uncritical praise that is often made of digital technologies and the circulation of information in different portals.

Analyses that point out that the arrival of ICT represented a loss of hegemony in access to information by schools are not new. However, schools and teachers are the ones who can stress, produce and transform all this information into knowledge, criticism requirement being an unavoidable. Undoubtedly, this demands a training that invites us to rethink professional practices, not only as a collector of resources (choosing and using resources created by other authors, a difficult task) but from the position of creators and/or authors of digital materials and resources for teaching. In other words, a practice of critical reading in the virtual space, from a professional position of "curating content". According to Barletta (2020), a content curator teacher mediates the selected content and reinterprets it in a new and own production, where she or he gives it meaning. In this way, a narrative or a speech is constructed with the selected elements and this semantic construction materialises in the resource. A communicative structure of resources that responds to the interests and pedagogical purposes of the class, of what the teacher wants to teach and what is made available for learning, is therefore conceived and created. This, undoubtedly, accounts for the political-pedagogical and ethical nature of the educational practice.

Some Observations on the Pedagogical Continuity Policy

Evidence available so far[41] shows clear differences in the effects of the set of actions deployed by the State and by different actors in the system to maintain pedagogical continuity. A very interesting one, is that all schools supported proposals for pedagogical continuity and that 95% of households received teaching proposals throughout the ASPO period. This data suggests the power of the Argentine national educational system, which even with its institutions closed and in a context of isolation, was able to quickly organise itself to provide education and in some cases essential services, such as food in vulnerable areas.

Even so, the pandemic also showed the incidence of social inequities of our country, on the practices of pedagogical continuity. In the survey carried out among teachers of the compulsory levels to find out the characteristics

41 National evaluation of the pedagogical continuity process. Secretariat of Evaluation and Educational Information. Ministry of Education, Argentina. July 2020.

assumed by pedagogical continuity, the majority of those surveyed[42] agreed in pointing out that technological restriction has been the main obstacle to teaching during the pandemic and only a third of this universe stated that they had a computer for exclusive use. Similarly, the lack of connectivity and scarcity of technological resources were also pointed out in the study as difficulties for students to follow the educational proposal. In other words, the digital gaps in Argentine society, derived from the unequal distribution of Internet access, and the possession of technological devices according to the different social sectors, highlighted the social and educational inequality that already affected the student population and teachers.

The "differentiated education circuits"[43] existing in the school system and the object of concern and of public policies to eradicate them for decades, were exacerbated with the closure of schools and the disposition of the ASPO. One of the studies shows the different characteristics assumed by pedagogical continuity in different so-called "sociotechnical" circuits[44] of education, to

42 A thousand teachers were surveyed in the framework of the research.

43 The concept of "differentiated education circuits" was coined in the 1980s, as a result of research that showed a certain correspondence between social and educational differentiation. See Braslavsky (2019).

44 The research cited: *El aislamiento social, preventivo y obligatorio y sus efectos en las prácticas educativas: los actores institucionales, los vínculos, las propuestas de enseñanza*, shows new inequities that are built on top of those that pre-existed the pandemic, derived from the social structure. In a typology that recovers the concept of differentiated education circuits, where four socio-technical circuits are distinguished (they combine location, social stratum, use of technological devices, and dynamics of connection with the environment and the family), it is observed that there are significant differences in the features assumed by pedagogical continuity between these circuits. In circuit 1, pedagogical continuity occurred through educational platforms available in institutions before the pandemic and computers connected to the Internet in the homes of teachers and students, which made it possible to maintain synchronous classes and the institutional setting of the pedagogical activity, to a time organization similar to that of face-to-face. Unlike this, in circuit 3 it was only possible to use the cell phone through Whatsapp to send videos or messages with the tasks, without the possibility of synchronous meetings; or send information by these means to the students, so that they can work with the ministry's printed booklets. Also highlighted in these circuits is the role of the management team, which went beyond what was purely school, having to deal with food distribution due to the pressing needs of the student body, all to the detriment of teaching and learning school content.

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which teachers belong. Teachers and students: schools that already had digital platforms – the vast majority of them private –, unlike others located in regions without the possibility of having Internet connectivity.

On the other hand, the pandemic also revealed that the mere presence of digital technologies or devices is not a guarantee of teaching and learning *per se*: some data from research and experiences (INFOD 2020) unveil that having resources or being familiar with them (for example, students and cell phones or the use of computers to reinforce face-to-face classes by teachers), does not necessarily mean autonomous and creative learning, nor the necessary knowledge required by teachers to organise "good teaching" in virtual environments. Hence, many skills and competencies in the digital world must necessarily be the object of teaching and learning both for teachers and students.

Teaching is conceived as a collective and transformative activity that has a political character and an institutional nature, making knowledge and cultural transition its specific content. Knowledge that in many cases does not take place, such as that referred to in the concept of "knowledge about transmission" (Terigi, 2013). From this point of view, we wonder about that specific knowledge, knowledge about transmission in times of virtual teaching during the pandemic. According to most of the studies, mobile phones through WhatsApp has been the most used gadget for the development of classes and the maintenance of the pedagogical bond. In this sense, it could be considered that it was configured as an essential device for the digital literacy of teachers and students.

This assessment in no way denies the use of this application for other purposes before the pandemic. Rather, it enables certain questions regarding its use for pedagogical purposes and, therefore, the characteristics that it assumed or the reconfigurations that this knowledge of teaching professionals suffered, linked to the "transmission of knowledge."

Dussel, taking as evidence the predominance of WhatsApp and even Facebook in teaching in times of pandemic, observes "a growing oralisation of school exchanges, especially in contexts of lack of technological availability and of close pedagogical support, which also highlight previous difficulties that can generate greater exclusions. In these contexts, the renunciation of writing is a way of bringing the school closer to the children's ways of speaking and living, and of preventing the disconnection from getting even worse" (Dussel 2020:11-13). However, this situation would expose other

elements: even though teaching has a lot to do with orality, the importance of the materiality of writing is recognized, since it allows certain things that are not reduced to what oral records enable. In this sense, the teachers who have materialised their work on platforms such as Moodle (used more widely in Argentine universities), the e-ducativa platform (which is accessed by higher institutes with a node in the INFoD Network), and Google Classroom (used the educational system, especially high school level), had to make a reconversion of that usual orality of the "dictation" of the class to produce written scripts mainly required for asynchrony. As can be seen, they are new skills, abilities, and availability that began to come together.

On the other hand, the lack of access by large groups of students and teachers to devices other than cell phones (computers and virtual platforms) generates difficulties in accompanying school trajectories. Even though the immediacy of WhatsApp has been good for sustaining affective networks, it is not the most appropriate resource for learning processes that require another duration and a certain diachrony to exchange with students, review, deepen and verify the knowledge learned.

According to Terigi (2020), the challenge of this time concerns the possibility of reflecting on the new knowledge and practices that emerged under the conditions of the new scenario. To accompany school trajectories and promote the re-linking of students with low-intensity school experiences, is necessary to develop proposals and teaching projects where digital literacy recovers the value and significance of the senses of the transmission of knowledge and valuable knowledge of culture, and not only those offered by the multimedia space, often fragmented.

Approaches to Digital Literacy from the Perspective of Critical Pedagogy to Advance Teacher Training Policies

Digital literacy from critical pedagogy implies assuming the challenge of thinking about teacher training, assuming the pedagogical responsibility of dialoguing with its present, striving not to fall into dichotomous positions, uncritical veneration of new technologies, or of blaming problems that exceed them. Teacher training meets again the challenge of new questions to outline possible answers in context, which thinks of an open, permeable school that learns from what we are experiencing.

Digital literacy became a training axis of the National Teacher Training Programme, with the educational policies generated in Argentina between

2006 and 2015. Today, these policies need to be once again issued with greater intensity and sustained as State policies that recognise and emphasise the centrality of being guarantors of the right to teaching and learning.

It is a propitious time to look again at critical pedagogy as a producer of specific knowledge regarding educational problems, which brings us closer to categories of analysis on the relationships between knowledge, authority, and power. "A critical pedagogy that puts in tension instrumental perspectives of pedagogy that do not have any language to relate the self with public life, social responsibility or the demands of citizen" (Giroux, 2013: p.14).

For our country and region, we propose teacher training that recovers some categories of Freirean thought, to think prospectively about digital literacy and the construction of critical citizenship. Paulo Freire's intellectual commitment involved giving literacy a meaning that goes beyond the apprehension of the written code, that generates critical thinking and awareness in opposition to a non critical literacy as a mode of oppression, a full expression of the traditional schooling that he called "banking education." In this time of cultural dispute, it is essential to update its problematising and emancipatory conception, and the essential role that it gives to the educator, helping learners to reflect and become aware of their world, their place in the world, and the set of knowledge that constitutes them and constitutes that world (Puiggrós, 2019). In this conceptual framework, critical literacy represents a conquest of men, women, and students of their word, which certainly entails critical awareness of the right to talk. In this sense, the pedagogue affirmed that "critical consciousness is characteristic of societies that have a truly democratic structure," a scenario and instance that promote the possibility of exercising citizenship. In his time, Freire raised important questions about the conditions of production of knowledge (power and corporate interests and other forces in the systems of production of knowledge and control of school programmes, books, and texts), as a mode of interpellation of educational conservative trends.

Recovering these enlightening ideas of critical pedagogical theory, teacher training will have among its challenges preparing for the digital literacy that is taking place today, in a framework of emergency, pressure, and dizziness. Questioning widespread conceptions about the digital solution as an aspiration to equality, or as a merely instrumental element devoid of ideology, hideing in its practise the material relations of its existence.

Therefore, it is necessary that training processes in digital literacy challenge the traditional, non critical literacy: in the words of Freire, "domesticator". It is assumed to be neutral, so it is executed similarly regardless of language, culture, and the place of the subject in the social organization in which he lives. In this process, social class, gender, ethnicity, and creed are made invisible and, therefore, awareness of the historical, cultural, and social dimensions of reading and writing is hindered.

One of the risks in these times of primacy of digital world is to unthinkingly adopt the traditional literacy process and extrapolate it to digital literacy, leading to and reproducing a decontextualization and automation of the acts of reading and writing, with little awareness of the origin of the technology used and its impact on what we do and what we are. If it is so, exercise of citizenship will be jeopardized.

There have been many experiences in times of pandemic and pedagogical continuity that need to be problematized. It is mandatory to generate necessary spaces so that fundamental actors of this time can reconstruct the knowledge that they have generated and are generating with their actions, successes, trials, and errors, in the words of Freire, critically reconstructing knowledge and experience. The context forced teachers and managers to innovate pedagogical formats massively with diverse results, which need to be revealed, building them as an object of research to generate theory. Some data and preliminary results that we have (Pereyra, 2020) need to be validated, subjecting them to the critical analysis of teaching groups, such as those showing the modification of working conditions and the impact on teaching of the increase in tasks that requires virtualization, training and family care tasks. Modifications suffered by the pedagogical bond mediated by virtual environments; the bond between school and family, which brought with it a certain informality, which dissolved the spatial and temporal limits that strained the organization of the teaching activity, as well as exploring the impact it had on the subjectivity and the pedagogical work of men and women. Teachers know better the social reality of families and the existing disparity in the living conditions of students.

In short, it is necessary to collectively rethink the knowledge and experiences that took place in contexts that are so uncertain and, at the same time, demand answers. Freire said in his Pedagogy of Hope: "I do not understand human existence and the necessary struggle to improve it without hope or dreams", and with this phrase, he invites us to go beyond

this unprecedented time and build a future to improve reality. However, this great teacher also warns us that hope "is educated" and "needs practice to become concrete history" and this is possible due to the political nature of the pedagogical process. That is where digital literacy should be directed to towards the contruction of a critical citizenship.

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The Pandemic as an Educational Laboratory. From Instrumental Knowledge to Reflexivity on Pedagogical Practices

Mariana Landau [45]

Abstract

The temporary shutdown of educational establishments as a result of the pandemic brought to the forefront the debate, which has been ongoing for several decades, on the design of proposals for teaching socially relevant content, including the technologies used and the inequality of access. The pandemic was, then, a great laboratory for learning about media and technologies in the educational system. However, the notion that the meaning of digital literacy cannot be restricted to the use of computers and other tools is also precedent. The pandemic has left other mutations in central aspects such as pedagogical continuity, the datafication of education, and the materiality of orality. Thus, this paper highlights the need to move from a laboratory of technological learning to one of analysis of experiences, in order to develop pedagogical proposals that guarantee the right to education in the new socio-technical context.

Keywords: Pandemic; Mediatisation; Virtuality / Face-to-Face; Media and Information Literacy

The characteristics that the educational system must assume, the best forms in which teaching proposals must be designed and the methods that favour the learning of socially relevant contents to a greater extent are central aspects of the current social debate.

This discussion has increased substantially since the temporary closure of educational establishments, as a result of the pandemic caused by COVID-19 and the forced virtualization to which pedagogical practices were exposed.

An important part of this reflection has been addressed by specialised literature for several decades, namely: the space in which learning activities take place,

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the place of technologies as a mediation instrument, valid knowledge (content, competencies, skills), and their forms of transmission, and the people with legitimacy to carry it out (teachers or others), among several aspects.

In particular, part of the media debate surrounding the educational practices developed during the pandemic can be summed up in the phrase "WhatsApp vs. Zoom." This synecdoche is used to account for the unequal forms of access to digital devices that today have a close articulation with ensuring the right to education for girls, boys and young people throughout the country. However, beyond the fact that technology is a substantive aspect, teaching practices involve other fundamental elements for its realisation, even in a context with high influence at the media such as the contemporary one.

Teaching Strategies During the Pandemic

Several studies have presented the strategies developed by teachers, management teams, assistants, and administrators for the pedagogical continuity. In this sense, I will propose the following hypothesis: during the pandemic the online mode was a great learning laboratory about media and technologies for the Argentine educational system.

From the pandemic stories we can conclude that after a few moments of uncertainty:

• Some teachers organised their WhatsApp groups (several of which were pre-existing) and used Jitsi Meet, Zoom, and/or Google Meet. When they did not know about the subject, they turned to their daughters and sons to accompany the process. Some schools reorganised teachers with the greatest knowledge on the subject and made them available to those with the lesser knowledge.

• Other teachers narrate their efforts to record videos or audio at home. They say that they did it late at night so as not to be interrupted by the family, so that the dog would not bark, or the delivery would not ring the doorbell.

• Another group of teachers generated proposals developed outside the platform most used by schools, such as Moodle o Classroom. In this way, they used Instagram "lives" or Facebook groups and learnt how to set the mobile, manage sound and lighting.

If we refer to Glister's 1997 classic definition of digital literacy (Lankshear and Knobel, 2015) as "the ability to understand and use information in multiple formats from a wide variety of sources when presented through the computer", we can say that these teachers are literate.

The Multiple Meanings of Digital Literacy

I consider Glister's definition to be one of the first to try to pin down the concept of digital literacy. In this sense, we see that this concept is several decades old, and it has acquired greater complexity as the academic discussion and the areas of insertion of digital technologies have increased. At the present time, no one can think of restricting the meaning of digital literacy to the use of computers.

Several years ago, the New London Group (1996) stated that literacies are multiple because they are situated practices, linked to the spaces and contexts in which educational activities are carried out.

Later, the New Literacy Studies state that literacy is a lifelong process. They thus distance themselves from binary approaches that distinguish between being literate and not being literate (Street, 2003).

Carlos Scolari referred to "transmedia skills" to account for the knowledge that young people possess regarding the media and that they acquire outside school (Scolari, 2018).

Some of the Transformations the Pandemic Left Us

In addition to the access, use, and command of technologies in the context of the pandemic, other changes occurred in associated knowledge, new substantive mutations. Here I will point out only three of them: 1) pedagogical continuity, 2) the datafication of education, and 3) the material nature of orality.

1. *Pedagogical Continuity*. In a recent work, Pablo Pineau and Sol Ayuso (2020) trace the "educational marks of some epidemic episodes" in four moments of Argentine history: the yellow fever in 1871, the "Spanish flu" in 1918, the poliomyelitis in 1956, and the swine flu of 2009. In several of these historical moments, epidemics led to school closure and/or the interruption of the school year. Already in the 2009 epidemic, online activities with digital technologies began to be carried out in some schools, fundamentally in those with greatest resources. But it was only with the COVID-19 pandemic that technologies (thanks to their availability and the long duration of the closure of educational establishments, among other aspects) became the fundamental support of educational activity.

2. *Datafication of Education,* defined by Ben Williamson (2018) as the quantification of content into data with which companies can develop

predictive and immediate analytics techniques. This is likely to appear as something far from the current practice of teachers, especially in these times in which, quite often, urgency took precedence over other decisions. However, I want to emphasise that contemporary processes of using technology in teaching also affect the daily life of teaching. An example of this is presented below.

3. *The material nature of orality,* or the transformation of the short-lived oral into the permanent audiovisual.

Platforms are not only spaces for connecting with others. These casual and momentary speech acts are transformed into formalised and lasting inscriptions, bringing about fundamental changes in public and private communication.

An example of this situation is the exchange of messages via WhatsApp that can be copied and forwarded to others. The fugacity of orality finds precise spaces of registration and circulation.

Also, our classes, basically oral and short-lived, are encoded in videos that are uploaded to YouTube and have the character of a permanent lecture. In pre-pandemic times, this situation could have been generated due to the recording of a student. Now, since the closure of schools, we are the ones who record and film ourselves to make our "class" available.

That does not imply that a class is not prepared, that teachers do not have their notes or their presentation at hand. The master class was already a case of secondary orality, to mention an old expression from Walter Ong (1987).

When we record ourselves, we know that our classes begin to circulate in the network: contexts and recipients change. Who do we talk to when we record our classes?

To Sum Up

Several transformations in the social and educational sphere are currently taking place. Looking to the immediate future, I propose that we move from a laboratory of learning about technologies to a laboratory of reflection on these experiences, in order to be able to intervene and propose pedagogical alternatives aimed at ensuring the right to education in this new socio-technical scenario.

This perspective allows us to distance ourselves from digital dualism (Jurgenson, 2011), which understands the digital world as "virtual" and the

physical or face-to-face world as "real", since these two worlds are intertwined in social and contemporary educational settings.

Most speeches referring to the expected end of the pandemic focus on the "return" to face-to-face attendance. The opening of schools is not a going back to the past, as if the pandemic had not existed. On the contrary, what is to come is a mediated face to face mode, in which digital culture will have a significant weight in the conditions of possibility of educational practices.

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Hyper-Focus, Digital Culture, and Disinformation in the Pandemic. Media and Information Literacy as a Response.

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Abstract

This presentation aims to characterise the operation of the concentrated media system during the pandemic and reflect on the impact of disinformation on social life, considering the particularity of the growing digitisation of culture. Three pedagogies on which the production of lies and disinformation are based are introduced: the pedagogy of fear and denial, the pedagogy for acceptance, and the pedagogy of destabilisation, to which it is necessary to oppose a pedagogy of solidarity and Media and Information Literacy.

Keywords: Hyper-Focus; Disinformation; Pedagogies; Media and Information Literacy.

The general structure of the media system in Argentina was consolidated during the last civic-military dictatorship, between 1976 and 1983, in the shadow of State terrorism. It originated in a cultural order that justified concealment, censorship, and lies, and that still endures in many aspects (Saintout and Bolis, 2016). When reviewing the scenario of communication in the country, it is necessary to trace it back to a process of a media system that maintains a level of concentration wich is among the highest in the world.

The Broadcasting Decree Law N 22,285 of 1980, which validated this form of media operation in the midst of the dictatorship, governed the country's communications system for decades, favouring media concentration, especially during the 1990s. This was finally replaced with the approval of Law N 26,522 on Audiovisual Communication Services, promulgated on October 10, 2009, during the government of Cristina Fernández de Kirchner.

For decades, the concentrated media have been able (and still can) to conspire against democracy because they exist within social structures in which these signs of an opaque culture persist. These were also the places from where, in recent years, the hegemonic media have stigmatised public universities, sovereign science, and knowledge as a tool for the transformation of society.

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After four years of neoliberalism in Argentina during the government of the Cambiemos alliance, we find ourselves in an unprecedented communication hyper-concentration scenario (Becerra, 2019). The symbol of that policy was the emptying of the aforementioned Law on Audiovisual Communication Services. This Law was the result of more than 30 years of struggle for the right to communication carried out by social organizations, community media, intellectuals, educational institutions working on the subject, and multiple fundamental voices for democratic life of the country. In short, that law was the result of a participatory process of building democracy, rights, and communicational citizenship, which was perhaps one of the brightest moments of our democracy.

If there was any doubt about the importance of the issue for the government that took office in December 10, 2015, it became clear on January 4, 2016, when in the midst of the first measures that it carried out, they decided the modification of the Law.

> The Necessity and Urgency Decree 267/2015 issued by the National Government established modifications to the Audiovisual Communication Services Law 26,522, among which are the intervention of the Federal Authority of Audiovisual Communication Services (AFSCA, by its acronym in Spanish) and the removal of its Board. It also alters central aspects such as the Bicameral Commission for the Promotion and Monitoring of Audiovisual Communication; Telecommunications Technologies and Digitization; integration of the Federal Audiovisual Communication Council (COFECA, by its acronym in Spanish); awarding of broadcasting services by subscription, extension, transfer, and multiplicity of licences, and adequacy of license holders. (DPSCA, 2016)

In other words, it modifies, without completely repealing it, the spirit of a norm that guided, above all, the democratisation of communications and the plurality of voices in the country.

This scenario becomes more complex if we add the development of digital platforms and social networks, in which traditional media do not not only have presence, but also a clear advocacy and participation strategy in a new configuration of the public agenda.

This situation is deeply linked to a policy of disinformation. Currently, we frequently see communication strategies in which fake news and lawfare go hand in hand with the judicial power, significantly affecting the democratic process.

These operations that must be dismantled have a decisive effect on the institutional quality of the region and are based on a series of pedagogies that include the media, fake news, often linked to the second operation – lawfare – the judicial persecution of politicians and social leaders in our region.

The first pedagogy is the pedagogy of fear and denial: the communication media permeate all discourses and instil fear. In the context of the pandemic, for example, denying the pandemic or questioning the validity of the vaccines. We were able to see disinformation in the country about the Sputnik V Russian vaccine, generating rejection to its use, but later, when it was validated internationally, we also saw disinformation about the scarcity of this precious commodity.

So, on a daily basis, they construct fear of the other and from there, fear of that other as an enemy. Social media also work as enhancers of that hatred. First of all, because users hide behind fictitious identities. But also because artificial intelligence reproduces discourses through algorithms and this operates directly on public opinion, at an emotional level, and on subjectivities. So, the result of viralization of fake news, in digital environments, generates, as we know, polarisation and hate, extremist or denial speeches.

A study conducted by Amnesty International (2017) on attacks on journalists and human rights referents in Argentina reveals that "the method used for the attacks combines the action of personal accounts of political figures, trolls (accounts whose violent record blocks the debate and diverts the conversation), bots (accounts partially or fully automated in their interactions) and regular followers. In some cases documented in the report, both official and unofficial spokespersons spread fake news, attacking human rights defenders and journalists. The goal of the cyber troops is generating actions to produce some effect on public opinion, in the circulation of information or the pursuit of critical opinions."

Secondly, the pedagogies for acceptance: hegemonic media not only convoke through symbolic instruments – in which a colonised story about our societies is founded – but they also move on to the pedagogy of cruelty, as Rita Segato says, which educates us in a recriminating gaze of the

other. "Habitual cruelty is directly proportional to forms of narcissistic and consumerist joy, and the isolation of citizens through their desensitisation towards suffering of others." (Segato, 2019:27)

All this crossed by the construction of meritocratic subjectivity, which is a managerial and competitive paradigm in which each of us must build success on our own.

The third pedagogy through which it operates is the pedagogy of destabilisation. This has to do with the strategy of media lawfare, with techno-media strategies turned into a new form of colonialism. We lie knowing that we lie, the category of truth does not matter here. This pedagogy of destabilisation, carried out with the necessary participation of a sector of the judicial system, generates acts of real and symbolic violence.

Throughout the pandemic we have experienced the effect of these speeches, which took advantage of a situation of anguish, discomfort, uncertainty, and fear. Promoting no-healt care policies such as, in the name of freedom, calling for demonstrations when isolation was still the only possible shield to face the pandemic.

Finally, how do we neutralise these pedagogies of hate and cruelty from where concentrated media, privileged producers of subjectivity in the digital age, question us?

In the first place, promoting a pedagogy of solidarity. The pandemic made it clear that nobody saves onseself alone, that only the State can protect in times of crisis like the one that humanity is going through at this time, in the face of the pettiness of concentrated groups. Strengthen the dissemination of voices that promote empathy and multiple experiences of solidarity is a priority, as well as to recover tradition and articulation that dissidence and women's movements have been able to build, for example.

The media and digital platforms can also do it, promoting information as a public good (UNESCO, 2021), protocols of care against disinformation, prevention policies against fake news, lawfare, and media operations. The media must be that meeting place with the other, with others, and the building of common and collective bonds. It is there where the emancipation of our peoples is at stake.

But we must also take a chance on citizen training, on a critical look, and MIL has a central role in achieving it.

21st-century democratic citizenship must be consolidated along with changes in the communication ecosystem. Therefore, communication education, which has a long tradition in Latin America, is once again key as a tool for social transformation.

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MIL and Disinformation: an Urgent Schedule from Alicia's Land

Amparo Marroquín Parducci [47]

Abstract

The political situation in El Salvador, with president Bukele's popularity raised on the networks where he became a political influencer, demonstrates the need to deepen the focus on Media and Information Literacy. This deepening is organised around four axes. It is necessary to map people's relationship with the Internet and the media to understand the arise of new sensitivities and totalitarian discourses. It is also urgent to promote knowledge about the use of our data so that citizens get to know the corporations they are in hands of know our tastes and fears. It is also necessary to democratise digital security, so that people can achieve safer uses. The fourth axis is research and experimentation in the digital universe. It is necessary to experiment and test. To generate ideas to face challenges, such as the need to disconnect and everything this implies.

Keywords: Media and Information Literacy; Disinformation; El Salvador; Bukele; Political Influencer.

El Salvador is a strange-wonder country. It is ruled by a president who introduces himself as the coolest in the world. He is a Donald Trump fan and a local millionaire's son. Nayib Bukele started managing his father's advertising companies when he was 18 years old. Soon after, he launched himself into politics, backed by the far-left party, the Farabundo Martí National Liberation Front (FMLN).

He amassed a series of personal triumphs in political communication as mayor of a small municipality and, later, as mayor of the capital. For ten years, he built his image as a young warrior on the people's side. And when he became president in June 2019, he began to build a fresh and casual image in social media, with a mix of military-authoritarianism and digital innovation. A style which turned him into the new sensation among the Salvadoran population and the envy of many people outside the country (Rauda, 2019; Martínez, 2019).

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One of Bukele's communication strategies has been to continuously generate controversial information. Like a Latin American Midas, everything he touches turns into a crisis, and everything he touches, generates interest. A pandemic, a locust plague, a series of hurricanes, a *de facto* designated supreme court, the introduction of Bitcoin as an official digital currency, the persecution of the opposition and journalists. Everything is useful to maintain communicational hegemony, dominate the agenda (the setting), but also control the approach (the framing).

In Wonderland, President Bukele has built popularity up by the Internet and through promotional interviews. While avoiding well-known journalists such as Jorge Ramos – from Univisión –, he allows and broadcasts interviews and conversations with figures from global pop culture. Such as the one with René Pérez, the Puerto Rican rapper known as Residente, or the famous YouTubers Luisito Comunica and Juan Bertheau, known as "Berth Oh" in March 2021.

The information, half-baked and intentionally mediated, reaches Salvadoran society to build citizenship more than to ensure fans. From this country that invents itself day after day through social media, I point out four particularly urgent agendas when reflecting and discussing in this wide and exciting Media and Information Literacy field.

1. Map the uses and acknowledgements

Instead of keep on thinking of communication as mere domination, – which meant misunderstanding communication with the media in people's daily lives –, we had to think about communication in the stadiums, the neighbourhood, or even in church. And it was not something neither overwhelming nor so dominant, since they had a lot to do with the deepest dimensions of the meaning of people's lives. Jesús Martin-Barbero, (2012:24)

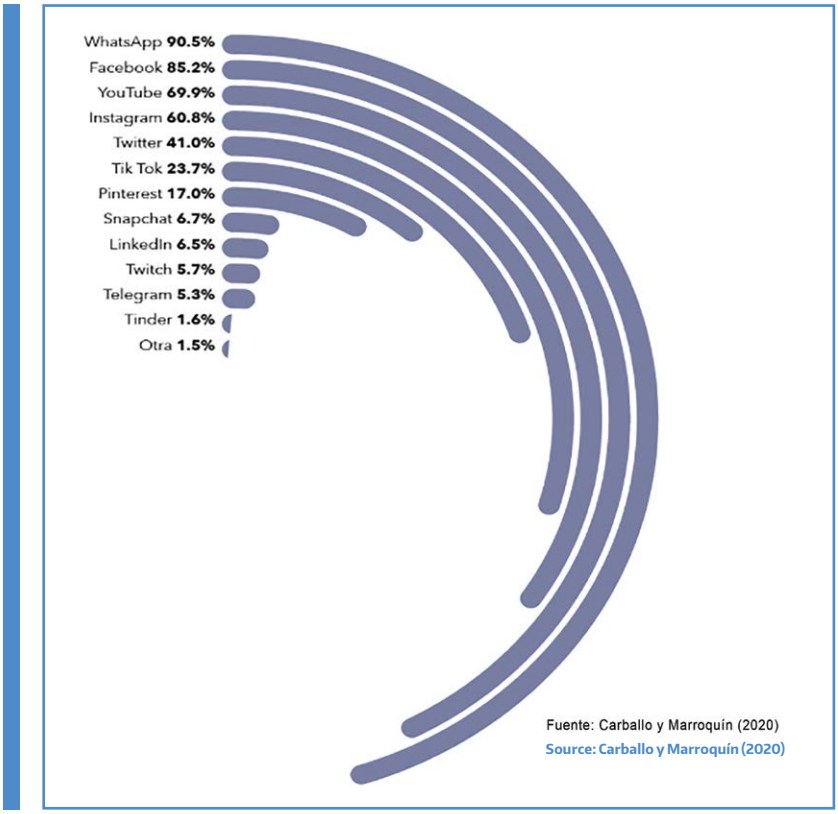
The first agenda is the one that invites us to map the uses and acknowledgments that people and groups build in their relationship with the media and socio-digital networks where we live inmersed. The term cartography is very intentional, as it refers to the territory. And we increasingly need to go to the territories and understand the many uses, the ways the audiences use to show themselves in social media which spectacularise even the most intimate (Sibilia, 2008).

We have already started to study this phenomenon. But in this post-pandemic moment it is important to once again discuss the irruption and

technology's new centrality in everyday life. In the case of Central America, we have to map the uses. We have little data and much of what is produced in the region is made to respond to market research aimed at selling. This does not allow us to understand how the new sensitivities are configured or why totalitarian discourses find such an echo in the region. In other words, it is possible to start from marketing and rating studies, but we also need much more detailed cartographies of what is happening.

During 2019 and 2020 we conducted two nationwide surveys and reviewed, for example, which social media Salvadoran population is using most. In a nationwide measurement, 99.5% of people have used WhatsApp during the pandemic. The omnipresence of this personal network to communicate, to send information and even to spend some time, is much greater than any of the traditional media such as television, radio or the press. The study also shows us that 85.2% used Facebook, and YouTube was used by 7 out of 10 Salvadorans (see Graphic 1). And now we have this data, but we know little about people's uses of these platforms. Ordinary uses and new routines, as happened with the pandemic.

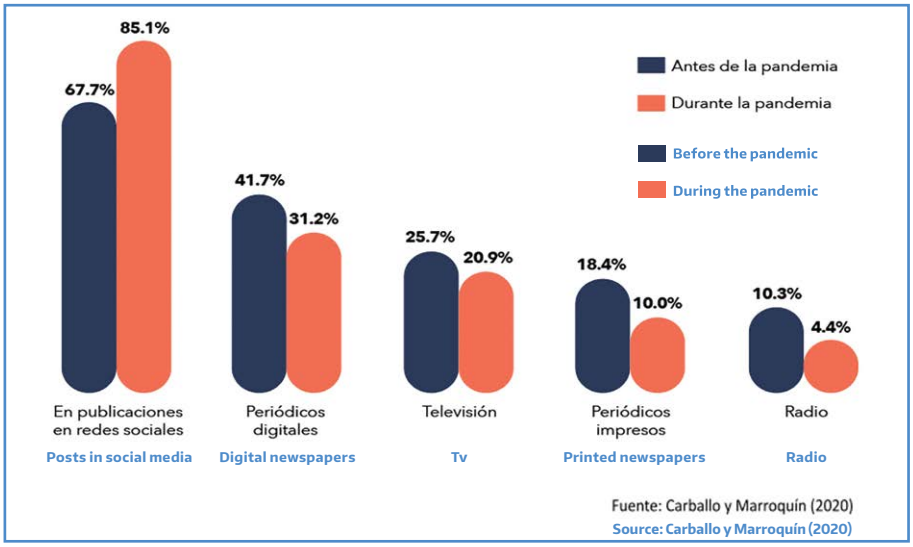
Which of the Following Social Media Do You Use? (2020)
(you can choose more than one option)



These technologies penetrate so broadly and so deeply that we need to reflect, discuss and theorise about what is happening in these spaces. How much credibility is it assigned to them? To what extent are just consumption platforms or they also involve the production and creation of their content?

At the same time, it was also asked whether before and during the pandemic there was false information consumption or whether people noticed that there were fake news (see Graphic 2). On social media, the amount of fake news that people identified during the pandemic was 85.1% (pre-pandemic that number was a bit smaller).

Graphic 2: Media in which Disinformation was Consumed Before and During the Pandemic



In other media, people found much less fake news, when in fact the amount of info publicity and half-truths circulating in traditional media is also significant. It seems that fake news are becoming more sophisticated, or that audiences are more alert in the spaces of greater consumption. But it is also true that post-truth has its strategies facing the traditional journalistic practice, governed by a series of methods that privilege rigorous information over show.

The fake news universe is like the viruses that today occupy a large part of our concerns: it learns from our defences and attacks again. So people tend to feel they are true because this virus has sophisticated the contract of authenticity and displays vague, fabricated, or false information in such novel ways that, again, societies lower their guard.

2. The Necessary Reflection on the Use of Our Data

The second reflection that seems urgent when thinking about media literacy is: How is information about our uses used? Even through seeking to increase media production and consumption skills, beyond fake news and post-truth, we must reflect on the way in which large corporations collect our tastes, our fears, and our anger.

And how do they use data to consolidate pedagogies of hate and polarisation in the face of the otherness. The "other" can be the migrant, the gang member, the corrupt politician, and his followers, who merge into a single character. The other are woman, the indigenous, the elderly, and the different.

Using an infinitely richer and more complex knowledge than the best possible research on personality, we know that large corporations have at their disposal all the necessary tools to intentionally intervene in our behaviour.

However, even with all the information available, there is always an "unpersuadable" group of people not easily influenced. How do we turn our populations into critical interlocutors, capable of stopping this form of data collection? In Central America, there is an important fight for universal access to the Internet. Still, little is said about the right to data privacy and the importance of knowing what kind of data corporations have and what it is used for.

In El Salvador, for example, President Bukele is getting society polarized with his speech. He uses the data that the telephone companies sell to those who have money to pay, and the necessary socio-political networks to access this information. In a publication by the Presidential House account, Bukele's populism is remarkable: "The people are happy, I receive a daily survey of what the Government does and we have already raised two more points in the score" (see image 1).

Image 1. Tweet from the Presidential House of El Salvador, May 4, 2021

Image obtained from Twitter, June 2021.

And that popularity obtained through the misuse of information and the manipulation of feelings (Siles et al., 2021; Marroquín et al., 2020) becomes the justification, for example, to dismiss the Supreme Court of Justice and to decide to appoint the judges himself. So we must reflect on the use of our data, on what politicians like Bukele are doing, and on how they use our information to sell their popularity and to justify a particularly totalitarian type of State. This is an urgent reflection because if someone has our data and knows what concerns us, he can use that discourse to carry on political projects that are not democratic and are not for the benefit of the great majority.

If there is specter haunting Latin America in this time inaugurated by the pandemic, it is the one of populism. To work, populism must anchor its speeches and proposals on social emotions. The MIL is a way to dispute hegemonic discourse of populism that weakens regional democratic processes.

3. The Struggle to Democratise Digital Security

The third element I would like to highlight is the urgency of understanding the digital world and the security processes. On June 5, 2021, President Bukele announced the proposal of a law that would turn El Salvador, from September 2021, into the first country to have the Bitcoin as legal currency. El Salvador is a dollarized country without its own banking system, which suddenly finds that it has 90 days to learn how to use it. In this country, the use of the Internet on mobile phones has a significant level of penetration, but there are also large gaps that have been discussed in these pages.

The official data speaks of a 57% of connected population, and most of these people access through their smart phones. However, very few understand the risks that this type of connection entails and how to protect themselves.

The problem of security is delicate, and there are many deficiencies, for example, in the area of passwords. ESET's study on "Cybersecurity Trends 2021" shows that, so far, the password "123456" has more than 2.5 million users in Latin America. In Latin America MIL is not only about news disinformation but should also be expanded to discuss and review disinformation in digital security, specially in contexts such asthe current one, which, especially since the pandemic, which are rapidly changing our relationship with the universe of information.

4. The Need to Experiment

Finally, I raise one more issue. We are at a time where it is essential to experiment. We need to build research laboratories that allow us to test how to strengthen MIL skills with different audiences. We need to make mistakes without ending in a catastrophic situation. Every process of knowledge advance implies facing failure in multiple ways. The fourth urgency in this MIL agenda is to rehearse, examine, test, try new things, get out of the box and continue reflecting on the urgent and daily realities of our countries. In this attempt to experiment, I have listed three challenges begun to assume in El Salvador.

The first one, is the need to think about the offline, because, dazzled as we are by the penetration of the digital, it becomes less and less frequent for us to remember that we must build spaces for reflection based on the possibilities of disconnection and the challenges that this implies. Second, we must rehearse how to refer to ourselves, and remember that the word literacy implies two semiotic burden in our region. On one hand, written literacy and its weight, which came to us from the modernising project, strengthened from the colonial centres of knowledge-power. But also, on the other hand, the liberating semiotic burden that Paulo Freire promoted, which challenges us to think critically, not only in terms of content but also of form. Finally, together with Spinoza and other visionaries, we must review how to work on literacy processes based on emotions. We cannot leave them at the mercy of populist, polarising discourses, at the service of small interests. We must strengthen emotionality with more inclusive and generous processes.

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The Evolution of Media Education: from Protection to Critical and Creative Promotion [48]

Dr. Julio-César Mateus [49]

Abstract

This paper proposes a reflection on the evolution of the concept of media education with two purposes. On one hand, remember that media education is not a new issue born with digital technologies, but has more than 40 years of formal development. On the other, to insist that media education essence is not limited to the technical manipulation of devices or the aesthetic appreciation of its contents, but rather represents an educational policy commitment linked to the formation of critical and creative citizens.

Keywords: Media Education; Media and Information Literacy; Educommunication; Critical Education; Citizenship.

Original Fears: the Media that Inoculate

In 1982 the Grünwald Declaration – recognized as the milestone of the media education movement – warned that "political and educational systems must assume their obligation to promote a citizens' critical understanding of the phenomena of communication" (UNESCO, 1982: 1). Since then, a movement that recognises media education as a premise of citizenship has begun. Unfortunately, this perspective has not translated into sustained and relevant educational policies in all countries. This has disastrous consequences, such as easy circulation of fake news, saturation of information flows, and degradation of quality of content and public debate in the media.

48 Several passages have been adapted from Mateus (2019).

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In order to boost media education, it is convenient to observe how its foundations have been forged and evolved over the years, both in its ontological perspectives and in its objects of study and applications.

The starting point was the idea of media as enemies or, in the best of cases, suspicious agents. Rosa María Alfaro (2000: 181) said: "The concern about the failures of formal education led many educators to blame the mass media for children's learning problems, including their moral disorientation –a perspective that still survives." In the same vein, Len Masterman recalled that the origin of media education was the mistrust they caused "considered as harmful and seductive influences on the innocent, chronic diseases whose cure required the 'inoculation' of strong doses of education" (Masterman, 1983: 191). For many educators, the worse a media product was, the more successful it became. So this first wave of media education brought some desire to protect the "civilising ideals" of a critical and cultured society – which included on many occasions denigrating popular media products with unnecessary and even prejudiced radicalism.

In fact, the concept of media education was heir to a functionalist theoretical imprint, which held that the media inoculated information about people and that we people exercised almost no capacity to resist that onslaught. For this reason, a protection and resistance movement began to take shape against these almighty media.

Towards the end of the 1990s, the most popular definition of media education focused on two elements: mass communication and pedagogy. Its central mission was to increase critical reception towards media messages – the works of Guillermo Orozco in Mexico and Valerio Fuenzalida in Chile are great references to this approach. This definition, in turn, moved away from aesthetic appreciation, which had been an important focus at the dawn of media education in Europe, to focus on ideological aspects linked to power, social relations, and the construction of knowledge. This twist reshaped the teaching practice and the relationship with the student to demand, from both, greater cognitive capacities, necessary to understand how the media operate, what interests they entail, and the meaning of their representations. People began to criticise – as they still do – the senseless purchase of technologies and the lack of interest in knowing how the media undermined the role of the teacher. The interest in developing a new study plan with media skills was emerging, as well as the request to redefine when and how learning occurred concerning the media (Tella, 1997).

James Potter, in the sixth edition of his classic book Media Literacy, refers to media education as a defence mechanism against abundant information flows. He argued that human beings function on automatic pilot, simply incorporating as much information as possible, without processing it: this entails the risk that much of the information that we consume may contain messages that end up conditioning our way of thinking. Or, on the contrary, leading us to ignore more valuable messages. He proposed media education as an opportunity to distinguish more clearly the border between the real world and the world manufactured by the media (Potter, 2013: 10).

Some authors point out that the National Leadership Conference on Media Literacy, held in Maryland, United States, in December 1992, was a milestone in moving from a protectionist approach to a critical empowerment one. At this event, attended by 25 representatives of educational organizations from Germany, Canada, and the United States, whose purpose was to propose a framework for common action, the theoretical definition from the most widespread definition of media literacy in the Anglo-Saxon world was chosen: "the ability of a citizen to access, analyse and produce information to achieve specific results" (Aufderheide, 1993: 6).

Thus, as research and discussions on the effect of the media advanced theoretically, the concept of media education was also updated to focus not only on protection (and the corresponding regulations and laws to protect us), but above all on the promotion or critical empowerment of the user's. In this regard, media studies and a close approach to the expressive and creative practices of students outside schools, allowed us to understand that media education cannot remain in a merely defensive perspective.

From his theory of mediations, Jesús Martín-Barbero criticised the school for systematically refusing to accept the cultural decentering of the book as an intellectual axis and as a privileged instrument of access to information. This drew attention to the convenience integrate and value other cultural content produced by the media and the interactions they generated with their audiences. In line with what Silvia Bacher proposed (2016: 135),

to recover the meaning of the 21st-century school, it is essential to transform the way of looking, change the axis, to shift the focus from the devices to the subjects and the bonds established among them, to the diversity that coexists in that world, the habits, needs, fears and hopes of the actors, adolescents, and adults, their requirements and practices.

The initial promoters of media education did not imagine that the agenda of concerns would grow exponentially with the massification of the Internet, including new and pressing fears related to the protection of privacy and personal data, to give two contemporary examples. This is logical because the mass media of the past were unidirectional, while social media makes us careful content producers (in the form of stories, lives, posts or tweets that set up a complex system of interactions). This brings new responsibilities for us as creative users and no longer passive receivers. Likewise, the platformization of information has shown that the media's real business today is the data we voluntarily provide. All of this forces us to adopt a more flexible concept of media education ready to respond to emerging challenges without focusing only on the technical aspects of each platform (electronic, audiovisual, printed, digital or analog) nor on the perspective of each one as separate parcels.

Otherwise, without focusing on the cultural implications:

We arbitrarily disconnect technological devices from what really matters: the emerging ways of thinking and feeling, the language codes in which they operate, or the new ways of building relationships or identities in which students are immersed. We already know that technologies are not neutral, so it is better to learn soon to recognise their biases: where they come from, what they were created for, what opportunities and problems they generate, and much more. (Mateus, 2020).

From the Protectionist to the Promotion Perspective

The protectionist perspective, key in the initial approach to media education, focused on the creation of regulatory models to safeguard the interests of citizens. Meanwhile, another approach appeared, one that seeks to empower the citizen – much closer to the main lines of Latin American educommunication (Mateus and Quiroz, 2017) –. This approach is committed to the formation of media-active citizenship and the promotion of critical exercise. This more emancipatory perspective understands literacy as a complex socio-cultural practice that embodies, reflects, and contests power relations. Of course, this critical literacy is not limited to analysis but rather seeks to develop skills for free and responsible expression.

The fact that a lot of media education is actually done at schools, but almost never conceptually recognized as such is problematic. This leads us

to make this concept even more visible in the educational agenda, without limiting it to the aesthetic analysis of the contents or the protection of any type of "perverse manipulation". It is also essential to reflect on creative power: the expressive power that citizens can achieve in the interaction with these media, and that many curricula already include under the notion of "digital skills".

The approach that UNESCO, the European Commission, and other important actors maintain on media education has to do, in effect, with ensuring a healthy use, understanding how this "digital skills" work, what their codes and risks are, and articulating these needs in reference frameworks at the service of citizens with different educational levels. Not all countries in the region have clearly defined public policies that include specific subjects in the national curricula or teacher training plans, which creates an urgent challenge for their development (Mateus, Andrada & Quiroz, 2019).

This is partly because there is a widespread theoretical confusion between educational technology and media education. Using media in the classroom to transmit content or information, or using media or an ICT as a teaching aid does not constitute media education unless this experience is used to educate about the media. It is not, therefore, only about teaching with the media but also teaching about the media, using them as an object. But, we insist, as subjects of study that evolve, and exist beyond school and go beyond our control.

In an environment that has extensive media coverage, we teachers have to act accordingly, without promoting a useless gap between the educational use in the school and daily practices. On the contrary, we must promote interaction between them.

Thus, media competition is no longer the one of the citizen who protects himself from the media, but yet that of the citizen who enables this protection through creation and free expression. Use of the media and interaction through are extremely important, and at times like this, when we are somehow dependent on them, it is also an opportunity to insist on this idea. At the same time, this requires working on the basis of ethics and the responsibility of those of us who are content producers or creators. We must also train ourselves in technical, ethical, and communicative criteria to evaluate the informative quality of what we produce or share in a digital scenario full of bubble filters and sounding boards.

For José Manuel Pérez Tornero (2017), UNESCO's consultant and currently President of Radio Televisión Española (RTVE), the commitment to media education is politically open and linked to the so-called "third generation" rights:

such as having a critical capacity to participate in the public sphere, knowing how to deal with technology, and not being subordinated to a robot [...] In this sense, the hope is to build, first, a cosmopolitan and non-homogenizing society that develops a new, more polyhedral sense of diversity and multiculturalism in his conception of the world; but also a society that transcends the classic powers of the State inherited from the 19th century and allows us to integrate ourselves at all levels, including education: we cannot develop as a scientific community if we continue under the scheme of national borders.

For the expert, "the balance consists of a media system that allows diverse and contrasted sources, and a policy (civil, not only a state one) of participation" (Pérez Tornero, 2017). Of course, media education cannot be seen as a panacea, but it can be seen as a touchstone of an increasingly algorithmic (or less human, if you prefer) media ecosystem.

To develop media education, both at the curricular level and in teacher training is more urgent than ever. Without being so naive to consider it a salvation against the circulation of false information (Bulger & Davison, 2018), media education is still a concrete way of facing the post-truths world in which we live and to redefine ourselves as critical and demanding citizens, starting from what we generate and share.

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Digital Citizenship: a Response to Disinformation

Roxana Morduchowicz [50]

Abstract

Technologies transform the way students carry out their daily activities: this raises the issue of digital inclusion. Lack of access deepens exclusion and limits educational opportunities. But access does not guarantee inclusion by itself, since a study showed that students understand technological knowledge as instrumental knowledge, but do not demonstrate a reflexive or critical use of it, and do not check sources. A gap then arises defined by the competencies against hate speech, disinformation, or algorithms operation. A digital citizen is someone who understands the role of technology and knows how to use it for participatory practices. Disinformation, on the other hand, strengthens prejudices and stereotypes, threatens social coexistence, and damages democracy. During the pandemic, the circulation of disinformation and fake news has expanded, which confirms the importance of digital education to identify whether the content authors are reliable or not and to determine their purposes. This was demonstrated by a search experience on the Holocaust, in which Google offered a list of links, the first of which was from a neo-Nazi group. Digital citizenship makes it possible to deal with these situations and constitutes a fundamental right. UNESCO's programmes include this objective, which seeks to strengthen teacher training by incorporating these contents into the curriculum.

Keywords: Digital Citizenship; Pandemic; Disinformation; Competencies; Media and Information Literacy.

Technologies have transformed the way students carry out their daily activities. Screens permeate the daily life of the youngest.

This has led to worldwide talk about digital inclusion in recent years, defined as access to technology and the Internet. The lack of access deepens exclusion and deprives people of educational and employment opportunities. Precisely for this reason, governments in Latin America

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and around the world have concentrated their efforts on providing technological equipment to students and teachers, convinced that access is a fundamental condition for digital inclusion.

But is access the only dimension that defines digital inclusion? Until recently we could say yes. In the past years, however, we are not so sure. Today we know that access is not enough to define digital inclusion.

An example are the results of two questions asked in a survey among high school students in Latin America. These data explain why access is not enough.

In the first question, the students had to define what it means to know about technology and who – in their opinion – knows about technology. Most of the answers refer to instrumental knowledge. That is, handling the tool, the medium: "knowing what to do if the screen freezes"; "how to help my parents with technology"; "how to use Word for homework," and "how to type fast on the keyboard," among others. This instrumental knowledge is undoubtedly far from the reflective, critical, and creative knowledge to promote among students.

The second question sought to analyse how they search for and use the information circulating on the web. The students' answers reflect a limited use of the information: they choose the first link they find because they believe it is the safest. They do not contrast or compare different websites. They do not identify the author. They express very high credulity regarding what circulates on the Internet and trust the information only because they have received it from friends, or relatives. These responses, therefore, reflect a poor use of information.

These two questions yield three conclusions. The first is that, effectively, access to technology and the Internet is the starting point for talking about digital inclusion, but it cannot also be the point of arrival. Access is not enough to define inclusion. The second conclusion is that instrumental knowledge, handling the tool, does not ensure knowledge in 21st century's society. The third conclusion is that limited use of the Internet is nowadays a new form of exclusion, an exclusion that cannot be limited to access or the instrument's handling.

Thus, new digital gaps appear. These are the digital gaps that go beyond access, defined by skills, by competencies, by the fact of having or not the ability to identify and respond to the great dilemmas generated by the

use of the Internet today. Digital identity, hate speech, disinformation, the algorithms behaviour, and big data, are some of the dilemmas generated by the Internet in the 21st century. The new digital gaps, therefore, are defined by the practices, uses, skills, and competencies in the digital environment.

These skills are part of what we now call digital citizenship. A digital citizen is someone who understands how the digital environment works, knows how to analyse the place that technologies occupy in society and how they affect daily life. A digital citizen understands the role of technologies in the construction of knowledge and knows how to use them for participation. In short, a digital citizen knows how to use the Internet in a thoughtful, critical, ethical, creative, and participatory way.

Specifically, how does digital citizenship work concerning the great dilemmas generated by the use of the Internet? What can digital citizenship do?

One of the dilemmas that we mentioned is precisely disinformation. Disinformation is false, misleading, intentional information, whose sole objective is to obtain money or cause harm, either to a particular person or to a social group.

Disinformation is worrying. After all, it strengthens prejudices and stereotypes because it threatens social coexistence, damages democracy, promotes and deepens polarisation, and limits the understanding of social facts. In the last year and a half, we have seen loads of disinformation or false information on the Internet concerning the coronavirus pandemic. Even though fake news and disinformation have been around for a long time. "Vaccines cause autism," said one of the first fake news stories on the Internet. Although the international scientific community denied it, its circulation was enough for many families who decided not to vaccinate their children.

Education in digital citizenship proposes questioning and formulating questions that allow us to identify which contents are reliable and which are false. These questions and their answers make it possible to disarm the false information that circulates on the web and identify what is reliable.

These questions seek to analyse, in the first place, the author's identity. Knowing if he/she can be clearly identified, if he/she can be contacted and what is his/her background to discuss this topic. Digital citizenship also proposes analysing genre to which the content belongs, because genre reflects intentionality. It is not possible to use advertising as information because each genre has its own purposes.

A training in digital citizenship proposes to analyse the arguments and evidences presented by the text to support the statements it makes. It also researches the sources mentioned in the information and compares them with those that are not in the text.

Digital citizenship proposes to explore the relationship between the headline and the text. Sometimes the information's title only seeks to generate impact and has nothing to do with the content presented below. This difference raises doubts.

What are the risks if we do not promote digital citizenship education that teaches how to differentiate reliable from not reliable content?

The best answer is given by a short story by a British Journalist in her column in the prestigious London newspaper *The Guardian*. She told what happened when she wrote in the search engine: "Did the Holocaust happen?" Google referred her to a list of links, the first belonging to the neo-Nazi group Stormfront, which denied the Holocaust.

If this had been a school assignment, and considering that students usually tend to stick the first link they find, the risk would have been that students copied, pasted, and delivered this content belonging to a neo-Nazi movement, since it was listed at the top of the search engine. This is a good reason to think about the need to implement a digital citizenship programme that teaches how to identify disinformation in all schools.

Digital citizenship is an answer to disinformation because it promotes critical thinking in the use of Internet and, based on it, the ability to understand and analyse how the digital environment works. Otherwise, if the use of technologies does not build knowledge, and if that knowledge does not allow students to think, analyse, understand the digital environment, and use it to participate, we will be using technology only for instrumental, recreational, and playful purposes. But students will not be digital citizens.

In the words of UNESCO, digital citizenship is a right that empowers students in all areas of their lives and promotes social inclusion in all nations. We base digital citizenship on three main axes: empowerment, critical thinking, and participation. Digital citizenship is a fundamental right, and its absence prevents the exercise of full citizenship.

UNESCO's education programme for Latin America, based in Montevideo, has been promoting since 2020 the Digital Citizenship Programme as public policy in

education. Its objective is to strengthen initial and continuous teacher training in digital citizenship and incorporate it into the curriculum, because that is the basis for digital citizenship to be effectively a public policy in education.

To this end, in addition to workshops with teams from the Ministries of Education all over the region, a book for teacher training has been published. It includes a proposed curriculum with theoretical content and practical activities on digital citizenship.

In the 2000s, an expression to name a generation that was born with technologies was coined: digital natives. This expression is today being questioned all over the world because students cannot be considered digital natives just because of their age or the generation they belong to.

What defines adolescents as digital citizens are the skills acquired to make a safe, reflective, critical, creative, and participatory use of technologies and the Internet. A student who uses the first link found in the search engine, who does not compare and confront different websites, and does not identify the sources, cannot be called a digital native. The proposal is to work on digital skills, uses, and practices. And this is precisely what education in digital citizenship teaches.

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Communicational Environment, Technologies, and Educational Challenges. In Search of a Critical Paradigm.

Eva Da Porta [51]

Abstract

This article proposes to review the situation of education in the context of the COVID-19 pandemic, especially considering its relationship with the media-technological environment. In this context, the article recovers the value of technological mediation as a strategy adopted to rescue and sustain the educational bond at all levels and teaching modalities, but warns about the need to analyse the situation and consider the challenges posed by this exceptional period. It proposes to analyse the relationship between education and the mediated communication environment as a conflictive bond prior to the pandemic and suggests the need to revert a predominant analytical paradigm to do so. Within this framework, it goes through the instrumentalist view and proposes an active and critical role for education in this problem: to evaluate the technological offer with pedagogical criteria and assume a role of literacy and digital citizenship training facing contemporary culture.

Keywords: Technicalities; Education; Pandemic; Citizenship; Media and Information Literacy.

The COVID-19 pandemic dramatically put daily life on hold, the institutions functioning and posed numerous challenges to governments, social organizations, and the entire global community. This exceptional situation can be thought of as an *event*, according to the scope Badiou (1997) gave to this term, while he understands it as something that *bursts in and generates a void in knowledge*, which loses its ability to interpret and make sense of what emerges.

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In this line, we can say that the pandemic, as a global event, generated numerous breakdown in certainties and the individual and collective knowledge. It broke the significant plot where personal lives, institutional networks and the forms of organization of life in conection are woven. At this point, the pandemic arose numerous questions that implied a deep symbolic rupture in all social spheres which, in one way or another, were affected not only in their functioning but also in their future projection.

Education was particularly sensitive to the health crisis and responded relatively quickly to strategic problems such as the continuity of the educational bond. In this way, the available technological mediations were used and very diverse educational proposals were developed within the framework of previous conditions and capacities. This explains the diversity, heterogeneity, and also inequality of this process in which public policies, programmes, and local practices were developed at rates that were not always rhythmic.

However, the relationship between education and communication, media, and the technological environment cannot be reduced to an instrumental view of how to give continuity to the educational bond. We believe it necessary to broaden the analysis because in this technical decision (that is, the choice of environment) there are numerous complex problems that must be considered. Otherwise, there is a risk of imposing logics that are foreign to education. In the face of the health emergency, with the preventive and compulsory social isolation, and this lack of meaning regarding how to extend the pedagogical relationship, most formal educational systems unequivocally resorted to technological mediation. Thus, the entire educational system entered a phase of generalised learning, in which all its levels and modalities were quickly readjusted to the new conditions. In this process, its relationship with the information and communication environment came intensively into play.

At this point, digital and multimedia technology appeared as the solution to a strategic problem in education, such as the relationship between teachers/knowledge/students. Thus, possible mediations were used at each level and context, in an attempt to continue with education on online mode.

We are interested in highlighting that the urgency to restore the bond may not have given rise to a necessary prior analytical and critical process, which put pedagogical interests above technical imperatives and commercial and strategic aspects of the companies that provide these devices and services. In this sense, it is urgent, over a year later, to review decisions and recover

the educational initiative over the logic of those mediations and technical supports used to teach. Many of these formats and platforms were not built with pedagogical criteria, such as the video calls, so widely used to replace the face-to-face meeting in the classroom, or were produced with outdated pedagogical criteria in many schools and educational institutions.

Next, we are going to analyse this issue, knowing that there are other strategic issues in education in times of pandemic and post-pandemic to keep on thinkig collectively, such as universal access and inclusion in the educational system, curricular and didactic readjustment or the opening of traditional teaching to other logics of linking with knowledge.

Challenges for Education: Revisiting some Ideas

We are interested in identifying the challenges presented today to education, the educational system, and, particularly, the technological-media environment. Especially since the health emergency due to COVID-19, because this situation allows us to see more clearly some processes or transformations that were already taking place. And, from that point, thinking about some possible lines of work.

In the first place, it becomes necessary to review the link between the educational system and the technological-media environment as a relationship of externality, where the technical and media system has been considered as a separate sphere from other dimensions of the social or from the functioning of its constitutive institutions, such as school. This way of thinking has prevailed since the beginning of the relationship, where first the cinema, radio, and TV, and then the Internet and digital devices have been considered an autonomous system, external to school and sometimes "parallel" to it. If we think of them as separate spheres, consequences for the educational system are not the best, because it will always remains as a social system or subsystem out of step with the rhythm of sociotechnical development, as an archaic and residual instance that needs logic, times and ways imposed by that novel, hegemonic and ineluctable system that seems to govern the destinies of the social. Likewise, it is necessary to stop merely looking at this environment, as Jesús Martín-Barbero (1987) and Héctor Schmucler (1987) have so often reminded us, since it is forgotten and ignored that culture is also produced in the media and social media, and the ways of seeing, feeling, and thinking of an era are also learned there.

Perhaps it is necessary to review certain ideas of autonomy, neutrality, and mere instrumentality that we have about the media and technology, which do not help to understand their complexity or the link they have or should have with the educational-related, especially with the schooling, within the broad sense of the term. It is precisely its ability to penetrate different social spheres and transform them into its logic, which gives it the capacity to develop in such a significant way. Eliseo Verón called this capacity of media and communication mediatisation: the process that occurs in post-industrial societies, "where social practices (modalities of institutional functioning, decision-making mechanisms, consumption habits, more or less ritualised behaviours, etc.) are transformed by the fact media exist" (Verón, 2001: 41). In other words, they do not operate from the outside, but from within the different social spheres (education, economy, politics, family life, etc.), influencing the way in which we communicate. Thus, they drive how we think, perceive and relate to others and the world. For this reason, they do not operate as an external system, but rather as a diffuse, complex, and unequal system, where we inform ourselves, interact and develop our daily practices, including the educational ones. Perhaps it is more convenient to think of them as part of the culture, or perhaps as part of the symbolic plot or of the discourses from which we make sense of things, produce knowledge, and information, share it and communicate.

From this point of view, education develops in a communicational environment that is already permeated by the logic of media and technological devices and their ways of producing knowledge and interacting with each other. What we must then ask ourselves is not how to adapt school or university to that system, but what kind of bonds does it maintain with that environment and what are the best ways to do it? What forms of communication do the environments or technical devices allow? How is knowledge and information produced, circulated, and appropriated?

It is true that, in terms of relation to knowledge, media culture and school/academic culture have conformed themselves according to matrices, mediations, and different cultural legitimacies. But in the everyday life sphere, where subjects go through daily life and interpret the world, those cultures and those media and school practices intersect and articulate permanently. They are the mediatised subjects themselves, in their routines and in the ways of thinking, feeling and bonding, who put these cultural matrices into relation. And it is perhaps precisely on this level of everyday life and common

sense where media, technological devices and their discourses and forms of communication become central and often hegemonic, imposing their rhythms and modes. The media are not separate entities from the rhythm and development of social worlds, whether they are at school or not. Media, their discourse, and their logic are present in the subjects that make up these institutions, in their practices, in ways of thinking, and aspirations, but also in their aesthetic tastes and in their ways of perceiving reality. Therefore, it is necessary to consider them as part of the cultural fabric.

If we look at the media and technologies as an autonomous sphere, as a neutral instrumental system that set the rythm of the development and modernization of a nation, various possible scenarios arise. None of them benefits the educational system, because it always remains an isolated, residual, and outdated institution. If, instead, we think of them as we can ask ourselves other type of questions that give education a more active role in the face of current transformations. What do these communicational and cultural forms offer to educational processes? How can they enrich them, improve them, enhance them? What can we take from that environment to make it our own and appropriate to the educational logic? What educational models do they favour, and how can we adapt them to the needs of institutions, contexts, and educational subjects?

We urge to abandon the technological imperative as an order that always places formal education – and public education in general – in a place of lack, of the outdated. To assume a critical political-pedagogical positioning, which can evaluate what the environment offers, take what is appropriate, and not incorporate what impoverishes or limits educational processes.

The claim that public schools and universities are outdated institutions, decoupled from technological developments, was perhaps the one that somehow allowed, during the COVID-19 pandemic, the massive and uncritical incorporation of digital environments and connectivity devices, often produced as resources for business management or by private companies, whose policies of data usage is not transparent to users. The emergency for the restitution of the pedagogical bond against isolation somehow justifies this incorporation. These responses, generated on the urgency and with the proposals at hand, assume many times and without any mediation the pedagogical logic itself or the data processing criteria of the built-in platform, which is sometimes offered as free, although its contents or data are not freely accessible. However, after more than a year, it

becomes necessary to reverse this non-judgemental and instrumental trend, to assume a more active and critical position regarding these mediations, in all instances of the system. We need public policies, from management (provincial ministries, directorates, supervisors, schools, etc.) to the classroom, to review decisions: considering aspects such as the nature of the format (free or private software), the pedagogical design, the type of interactions it allows, the languages used, the teaching proposal, the forms of learning being favoured, among other issues. In this sense, the ones developed in Argentina by the Ministry of Education of the Nation Juana Manso Plan, or those of Buenos Aires's province Bicentennial Classrooms, are samples of public policies thought critically. They are designed with specific pedagogical criteria by level and uploaded on platforms of Open Source.

Technologies as a Strategic Place to Guarantee the Right to Education

Now, the problem must be reassesed differently. Try to get out of the situation to take a greater distance, which allows us to more clearly recognize the tensions and the educational needs over technological offers and impositions, usually driven by market interests. It is necessary to start from the emergency that led to recovering the educational bond at any cost (using applications, video calls, typical from the business environment, or virtual classrooms with serious limitations in interaction and dialogue) and relocate the issue to a broader context. For this, we said before that it was relevant to stop thinking of media and technologies as autonomous and neutral systems and to start thinking of them as part of the expanded communicational and cultural environment, that surrounds and encompasses different social spheres, as for example school. As stated by Martín-Barbero (2009: 2):

The role of culture in society changes when the technological mediation of communication ceases to be merely instrumental: to thicken, densify and become structural. Technology refers today, not to the novelty of some devices, but to new ways of perception and language, sensibilities, and writings.

The sudden virtualisation of educational processes carried out during the COVID-19 pandemic, when all types of presence in educational institutions were suspended, implies a turning point in the relationship between public education and the technological-media environment. We say it is a turning point because a series of complex transformations took place marking a change in direction or trajectory. Changes involve projections

towards the future, such as the irreversible entry of the technical-media environment into educational institutions. But also a look to the past that has strengthened the place of public education. The revaluation of the face-to-face processes, pedagogical intervention of teachers, and interpersonal relationship between students, as constitutive dimensions of educational processes. Likewise, the State's role is central as a guarantor of the right to education (and the need to consider access to devices and connectivity as part of that right).

Then, it becomes strategic to look over the perspective in which media and technologies are considered from the educational system's point of view. For this, it is necessary to find a point of critical analysis that emphasises on the educational needs and not on the technological offer. It is necessary to move from a place that celebrates technologies to a neutral stand that considers them impartial instruments or tools that should only be used, without questioning the uses and meanings at stake.

Technologies have an ambiguous value, which must be analysed critically. Although they pose numerous emancipatory, democratising and enriching possibilities for educational processes, they also favour the exercise of power and promote economic, ideological and political interests, often contrary to the exercise of the right to education.

If an instrumental perspective prevails, proposing an indiscriminate opening that pursues the desire to modernise, update, or not be left out, the decisions made will not strengthen education, nor its agents, communities, or educational purposes and goals. If we are interested in upholding article 2 of No. 26,206 National Education Law (LNE; by its Spanish acronym), stating that "education and knowledge are a public good and a personal and social right, guaranteed by the State," we need to rethink these principles in the light of mediatisation and virtualisation processes.

Incorporating these environments to education seems irreversible. However, the debate should not be about the inclusion of technologies but the ways, the decisions and what makes sense in the pedagogical, didactic, and communicational areas. It then becomes imperative to relocate the analysis and begin to clearly define how these rights are guaranteed in the context of media.

Although, as we pointed out above, the nature of the event justifies the incorporation of platforms and virtual environments without much prior

analysis or adequate pedagogical adaptations, a critical review of the decisions made is urgently needed that can:

a. Put a limit to the logic of business and social management, which advances over the educational system using environments, supports, and digital products by companies with a clear aim for profit.

b. Define the characteristics that digital environments and resources must meet to accompany, enhance and enrich the educational and communication processes occurring at the different levels and modalities of public education.

c. Evaluate and cover the equipment and connectivity necessary to guarantee universal coverage of public education.

d. Promote the design and production of open environments and resources besides the necessary teacher training for their incorporation into the teaching and learning processes.

e. Promote digital and media literacy strategies that allow and guarantee student access to education that incorporates these environments and resources.

Now, where to carry out these bets from? From what perspectives?

It is important to recognise that the media and technologies, understood as part of a communicational environment, with its discourses, symbolic worlds, its own pedagogies, and also its own devices and environments, were already present in the school. They had already crept in with their own logic, perhaps in the informal culture of the individuals. The question, then, is: how do this culture and these communicational modes operate within school? What transformations are they generating in their practices, in their ways of linking with knowledge, in their intersubjective bonds, and with the environment? The pandemic and isolation have precipitated this presence, to the point of making it a condition of the feasibility of the educational bond. So, it is time to ask ourselves how we want this symbolic and cultural framework to inhabit school spaces. But to achieve this, it is essential to assume a critical view, not a technophobic view that rejects this aspect of our current culture. It is relevant to define an analytical and pedagogically oriented perspective, as part of the paradigm of rights, considering knowledge and culture as common goods and not merchandise.

Some questions are then raised: What educational processes can they promote? What practices and ways of knowledge appropriation are relevant

for the school? What forms of access to information are we recovering to enrich our school practices? What intersubjective bonds do we want to favour? How do we propose educational spaces of dialog? How do we generate collaborative and group learning? How can we contribute to the growth of the culture of sharing? Some points to consider before finishing this article:

• In the first place, it is relevant that school and the educational system definitively abandon the paradigm of adaptation, to clearly define an active and critical position within the communicative ecosystem of which they are part of. This implies not merely incorporating the latest technological novelty that comes from the market, but rather critically evaluating it, in order to anticipate how to get hold of it and what tensions and pedagogical potentialities it can generate.

• It is important to assume that certain hierarchical ways of ordering and evaluating knowledge have lost power. Also to recognise the new expressive forms and formats of media and popular culture as legitimate ways of accessing knowledge closer, to what us experiential, emotional, and incomplete, rather than to what is encyclopaedic, rational, and canonical. More effective strategies can be developed to get students closer to knowledge.

• It is also essential to open the big door without fear of multimodality, transmediality, and the expressive, communicational, and generic logics of media and technological discourses, to enrich learning processes based on the diversification of narratives. Allow memes, stories, stickers, remixes, and the various forms of mashups as suitable materials for studying.

• Finally, another decision the school must be able to assume in all its complexity is to incorporate the potential of digital environments to develop collaborative and networked work. The possibility of horizontal, participatory work favours the interaction and active participation of each person in the collective construction of knowledge and contributes to the culture of sharing knowledge.

To Conclude

Before concluding, we would like to dwell on another aspect that education should consider when reviewing its relationship with these environments. So far, we have been concerned about how to incorporate them into educational spaces, or how to reincorporate or relocate them with pedagogical and democratising objectives, and not be exposed to

the commercial, communicational, and even pedagogical logics that these devices and resources oush through. That is why we have emphasised the convenience of adapting them to educational needs and not to the technological logics. That is why we have highlighted the value of open source platforms and open educational resources (OER) as very promising alternatives for the inevitable virtualization of educational processes.

But now we propose to examine an issue that is also strategic and that we believe should once again be part of public policies and official study programmes: the need for schools, universities, and education centres to be media and information literacy spaces. It is precisely the hegemonic centrality of this communicational environment, within the framework of contemporary culture and societies, that calls for the systematic and critical training of citizens to play an active role in that environment. Information and media literacy today involves not only teaching to critically read the communicational environment, but also to be a citizen with expressive and communicative skills in digital environments and networks, capable of exercising the right to communication in a digital world. Such learning can only be possible in the small public sphere of schools and universities. It has never been the role of education to adapt itself to the world and it should not be at this time.

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The Role of Media facing Disinformation Processes in the Pandemic [52]

Andrés D'Alessandro [53]

Abstract

The media are a key player in digital literacy. With their content production and responsible editors, they are the best antidote against disinformation, especially in complex situations such as the pandemic. News sites consumption increased, which made it necessary for the media to assume their role with responsibility and impartiality. This turned our activity economically vulnerable due to the general crisis and the business model, and because other actors in the ecosystem absorbed our content. Based on the experience of using the newspaper at school we propose, that the media and journalists collaborate with teachers and students so that they learn to asses information on the Internet.

This is important because some studies show that the vast majority of students do not check the information on the Internet, they tend to use the first option that comes up in a search, and they do not distinguish between advertising and information. Faced with this we propose to teach students to analyse and understand the relevance and reliability of the information with the method of professional journalism.

Keywords: Media; Digital Literacy; Disinformation; Pandemic; Media and Information Literacy.

The Association of Argentine Journalistic Entities (ADEPA, by its acronym in Spanish) groups nearly 200 print and digital media from all over the country. Media of different sizes and scopes and with a wide ideological variety.

At the end of April 2021, the Annual Meeting of Directors was held, with the participation of media executives from all provinces. It was then stated that amid the pandemic and the successive quarantines, the media industry lived - and still lives - one of the most challenging moments in its history. A time where democratic weaknesses, health risks, and disinformation make it essential for journalists and media companies to work in a rigorous and thorough manner.

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52 This article is a transcript of the author's intervention at the First Conference on Digital Literacy, Citizenship and Disinformation in Times of Pandemic.

53 Executive director - Association of Argentine Journalistic Entities (ADEPA, by its Spanish acronym).

We urge to reinforce this concept since we are talking about the challenges and experiences around digital literacy, and the media are a key player in this regard. We can summarise our vision in a slogan that we have used for at least four years, but which is linked to the essence of our task: the public and private media, with their own content production and responsible publisher, are the best antidote against disinformation.

And we are that antidote, especially in complex and challenging times, such as those experienced since last year, where citizens turn to our media to solve doubts and learn more about the different consequences of the pandemic and its local impact. We are also doing it on a full scale because, in each province or each city, the media are fulfilling these functions.

The media have an editorial perspective and can legitimately have political positions. But by having editorial responsibility, both legal and reputational risks are raised in the event of deliberately spreading false and harmful news. They are not completely exempt. Howevew the professional media build their career based on trust and not viralisation.

The increase in news websites consumption since last year is significant. Every media – regardless of its size and reach – can testify that this is happening. And that, of course, puts us under the obligation to assume our role with responsibility and fairness, two values that the news media have in our DNA, unlike what happens in social media.

It is important to point out that even in the pandemic, the digital audience levels of media have grown steadily. At the same time, our activity faces economic vulnerabilities derived from the general crisis and the business model, but also from the fact that our revenues have been absorbed by other players in the ecosystem that feed on our content. As we have said many times, we have never been read so much or by so many. However, it has never been so challenging to capitalise on the value we generate to continue doing what represents our duty and republican commitment: a professional and sustainable journalism.

It is interesting to highlight a project on which ADEPA and the media were working on two years ago and which was interrupted by the arrival of the pandemic. A project we will try to resume this year with the participation of Roxana Morduchowicz, a specialist in education and technology.

The project seeks to go back to an old tradition of using the newspaper at school, carried out for several decades, in which teachers and students used

printed copies to work in the classroom. Today, the proposal is that the media and journalists collaborate with teachers and students so that the latter learn to search for and pick reliable information on the Internet.

Our concern can be summarised with two studies:

A 2017[54] ENACOM survey detected that when students search for information on the web:

• 8 out of 10 adolescents choose the first page they find, without analysing or checking the origin of the information.

• 8 out of 10 use a single web page, without comparing it with other websites.

• 5 out of 10 do not distinguish between advertising and information, using an ad as informative content.

• 9 out of 10 are informed by social networks, with partial information, out of context, or reinforcing their own vision.

The other study, conducted at Stanford University in 2016[55], found that when students search for information on the web:

• 8 out of 10 teenagers believe everything internet says.

• 5 out of 10 say a tweet is believable if it has a good photo.

• 5 out of 10 say a piece of news is reliable because they got it from a friend.

• And that they would share it without having to check it.

What risks does this entail?

• Excessive credibility cancels reflection and questions.

• The comprehension of the facts is limited: they are only explained by a single website, not always reliable.

• Civic education is damaged: they only see news of their interest.

• Students spread false information because they believe in their friends, and do not analyse the source.

• It affects decision-making because they are based on information of doubtful credibility.

54 https://www.enacom.gob.ar/chicosypantallas

55 https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online

When informed by social media:

Basic democratic principles are undermined. If they only read, listen and watch what they receive on social media, they are unaware of topics and opinions that do not fit their interests. They live isolated in a bubble and get used to a world without pluralism, with a single voice.

The proposal that we developed at ADEPA, together with Roxana Morduchowicz, was to incorporate the concepts of information literacy, which, based on the method of professional journalism, seeks to teach students to analyse and understand two concepts: relevance and reliability.

In this sense, students could learn how to search for information, analyse, interpret, compare and evaluate it, to form their opinion and make informed decisions.

Some recommendations that are part of the work proposal:

- Confirm that the content responds to a link that exists.
- Do not relay only on the first site that appears in the search engine.
- Always use more than one web page.
- Make sure that the site belongs to well-known, real-life authors.
- Check the track record of the website on this and other topics.
- Identify the sources used in the text. Evaluate reliability.
- Recognise the evidence used to support the ideas.
- Examine the title: does it talk about the same thing as the text?
- Look at the images: were they manipulated or decontextualized?

The project proposes to generate a didactic guide on how to identify reliable information on the web, to work together with journalists and employees from each province's Ministries of Education.

We had already begun to schedule meetings with the Ministries of Education in several provinces for the beginning of 2020 so that they distribute the didactic guide among teachers. The pandemic disrupted plans.

We also prepared an orientation guide so that professional journalists give talks in schools, explaining how a journalist work to check information. The main objective was to incorporate the search for reliable information on the Internet in school curricula. We hope to resume the project this year and incorporate what has been worked on in the sessions that inspired this publication.

Considerations on Digital Literacy in the Pandemic: the Experience of Wikimedia Argentina, an Education and Human Rights Programme

Luisina Ferrante [56] y Florencia Guastavino [57]

Abstract

In this paper, we will share reflections on digital literacy in the pandemic through two specific projects developed in 2020 and 2021 by the Education and Human Rights Programme of Wikimedia Argentina: the series of booklets *#EnseñarConWikipedia* (Teaching with Wikipedia) and Wikipedia en la Universidad (*Wikipedia* at University). The projects we share are specially linked to the work carried out by Wikimedia Argentina together with high school and higher education during the pandemic, and the contribution of Wikimedia projects from a pedagogical and situated perspective. Our reflections on the specific experiences we will delve into in the following pages were presented within the framework of the Conference on Media and Information Literacy (MIL) as a Response to Disinformation and the Challenges of Digital Citizenship, carried out by UNESCO and the Public Defender's Office during July 2021.

Keywords: Wikimedia; Media and Information Literacy; Digital Inclusion; Pandemic.

About Wikimedia Argentina

Wikimedia Argentina is the civil association that represents Wikimedia projects in the country. Created in 2007, it is Argentina's representative of Wikimedia Foundation, based in San Francisco, United States.

Wikimedia Argentina divides its lines of work in three programmes that serve diverse audiences, institutions, and communities, to generate greater access and dissemination to the experiences of collaborative work from

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Wikimedia projects and free culture. These programmes are Education and Human Rights, Culture and Open Knowledge, and Cooperation and Inclusion (MetaWiki, 2021).

The education and human rights programme works specifically on developing activities with educational institutions at all levels and with human rights institutions and organizations of civil society. The programme began in 2014, and over the years it has been adjusting its work proposals, taking into account the needs of the educational community and the contexts in which we work. We currently have different projects: the Wiki Puentes (Wiki Bridges) Virtual Course, aimed at teachers of all levels; the Publishing Clubs and Wikipedia projects at the University, where we carry out editing workshops in high schools and College and University institutions; and the Human Rights Wiki Project, designed to work on improving content linked to human rights in Argentina, Latin America, and the Caribbean. In addition, we work on various teacher training proposals, which vary every year according to the needs of each local educational context.

Our main target in all projects is the educational community, so we design activities that aim to analyse and use Wikimedia tools from a pedagogical and in context perspective.

Digital Literacy and Inclusion in the Pandemic

Reflecting on the historical challenges in education in Argentina, we can say that digital literacy crosses all generations. In the context of the pandemic, where everything became mediated by technology. The need and right to access was fully evidenced. Going back to Lindín and Bartolomé (2019), we understand digital literacy as a comprehensive process that goes beyond the instrumental analysis of devices and Internet access. A process where critical knowledge is developed for search and Data Protection mechanisms to be generated. Finally, digital judgement is elaborated, allowing to reflect on and evaluate digital environments as part of a key instance in the development and exercise of citizenship.

For teachers to sustain pedagogical continuity in a completely virtual way, their creative capacity (which allowed accompanying and holding schooling mediated entirely by technologies) was characterised by their training trajectories during 2020 to find answers and actions for the questions that arose when thinking about the pedagogical bond outside the traditional school (Ferrante, 2020; Maggio 2021).

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In this regard, digital literacy is a key action/notion to broaden the frameworks of representation, democratisation, belonging, and participation (Dussel, Ferrante, and Puffer, 2020). Virtual environments, the Internet in its massive logic, are no longer just tools for distributing and retrieving information. They have been transformed into a digital territory for interpersonal communication, where we can train, debate, invest and have fun. Along the same lines, information and communication technologies play a fundamental role in educational processes and in the democratisation of access to knowledge through the constant exercise of digital citizenship (Sancho, Hernández-Hernández, and Rivera-Vargas, 2016).

In a 2020 fully shaped by the pandemic and the different phases of confinement at the national level, educational policies and digital inclusion were some of the central issues when considering schooling in an absolute virtual format (Welschinger, 2020). How to guarantee the right to education in a country where not the entire educational community is digitally included? This question has been increasingly present both in teacher training spaces and in the design of proposals for the development of projects to provide access to pedagogical experiences in conditions of poor access to the Internet and /or digital devices (UNICEF, 2021). In the context of a global crisis, education and the need for digital inclusion have been on the public agenda as never before. The initiatives to find strategies to sustain communication between teachers and students and pedagogical continuity was crossed by the need to develop, design, and transform teaching and learning practices on a daily basis.

The Education and Human Rights Programme from Wikimedia Argentina in the Context of the Pandemic

Like the vast majority of institutions, after the beginning of the social, preventive, and mandatory isolation (ASPO, by its Spanish acronym), at the end of March 2020, we had to rethink the proposals for the year. That same month, together with the National University of Quilmes, we organised the Education and Creativity in Times of Coronavirus series of webinars, in which various education specialists reflected on the difficulties of that context and the strategies to cope with it. 27 meetings were held between March and May, with the participation of more than 6,000 teachers from all over the country.

The webinars worked as a space for meeting, accompaniment, and support at a very difficult time for the educational community, and at the same

time as a thermometer to measure the needs and concerns of teachers in Argentina. Among the main difficulties, Internet access and contact with the students were the most mentioned. Also, the concern for the fulfilment of the study programmes and the selection of the contents to be worked on (Ferrante, 2020).

Based on this, in our programme we asked ourselves how to guide the teaching community through the challenge of virtual education (as a result of health measures) with our projects and tools. To this ends, we carried out two strategies. On one hand, to support the projects that we thought could be developed in an online mode, with the necessary adjustments. On the other hand, we developed new proposals based on the most immediate needs and concerns of that context.

Projects we Support: Wikipedia at the University

Wikipedia at the University is a proposal carried out with the Education and Human Rights programme of Wikimedia Argentina (Ferrante, 2019; Wikimedia Outreach Education Programme Argentina, 2021). The project's objective involves entering the spaces where content is generated and updated, to think of Wikipedia as another support to build knowledge in College and University environments (Alcázar, Bucio & Ferrante, 2018; Archuby, Ferrante and Guastavino, 2018). This project, developed since 2016, was implemented at the national level in coordination with universities and teacher training institutes. From the beginning, we thought to implement Wikipedia as an allied pedagogical tool in the academic field in two ways. On one hand, as a proposal that deepens the use of free and open digital platforms in research and training spaces, with the idea of improving and updating content in real-time. On the other hand, thinking of it as a pedagogical experience that may contribute to the exercise of digital citizenship from multiple disciplines. In turn, it has always designed to be able to adjust the proposal to the time and space available to the institution and the teachers involved. The proposal mainly considers being able to be pedagogically adapted to the interests and needs of students (Guide for universities, 2018).

The project is divided in three stages, agreed upon by the teachers, adjusted according to each particular context. 1) Definition of the proposal with each department, identification of the subject, and analysis of the existing content on Wikipedia, with the teachers in charge. 2) Development of Wikipedia editing workshops for the teachers involved and their students.

3) Final meeting to publish the content on Wikipedia, with the support and monitoring of the Education and Human Rights programme of Wikimedia Argentina. The second moment, dedicated to the editing workshop, is organised according to the times and hours each teacher has available with their students, although it is usually implemented in two meetings of 2 hours each. Before the coronavirus pandemic, the project was carried out in person, visiting the universities and organising the editing workshops and the closing meetings for content publishing with each teaching team.

During 2020, the proposal was adapted to continue within the mandatory confinement. We worked the three stages in an online mode, having a first meeting with the team of teachers in charge and then carrying out, according to the proposal, from two to three virtual workshops on editing, updating, and creating content on Wikipedia in Spanish.

Between April 2020 and June 2021, we carried out the project with 19 national universities and teacher training institutes in Buenos Aires, Santa Fe, Córdoba, Entre Ríos, Mendoza, and Río Negro. We trained more than 509 people in higher education spaces to edit Wikipedia content on Argentine History, Social Movements, Feminism, and Human Rights, Natural Sciences, History of Engineering, Social Communication, Educational Technologies, Argentine Literature, Free Software, among other topics (Wikimedia Argentina Impact Report, 2021).

Projects we Develop: Series of Booklets

#TeachingWithWikipedia

The Teaching with Wikipedia series of booklets was one of the new projects designed during 2020. It was based on three ideas: 1) to approach the use of Wikimedia projects beyond content editing; 2) to make it possible for the pedagogical proposals to be used with or without Internet access; and 3) to provide material linked to the topics high school teachers in Argentina discuss in their classes. These three ideas are directly linked to the concerns detected during the webinars and to ideas we had been thinking about in terms of how to deepen our work with high schools (Ferrante and Guastavino, 2021).

The series consists of five booklets, designed to work with Wikimedia Projects in the classroom issues that go beyond content editing: critical reading, research, biases and content gaps on the Internet, among others. In turn, each booklet links to an area of knowledge and proposes some Priority Learning Nucleus of general High Education training.

The possibility of working with booklets without the need for Internet was the central axis of the proposal. We understand that this starting point is contradictory because it implies thinking about how to use 100% digital tools without being connected. However, we decided to use this contradiction as the driving force since it is the reality for many schools, teachers, and students in our country. To solve it, the booklet was designed in two versions: digital and printed. The design of the printed version was not simply the transcription of the digital one, but it was designed with the necessary details to be able to be used only on paper. For example, we carried out "step-by-step" user guides for certain tools, through screenshots and high-resolution colour prints that would allow them to be seen correctly. Similarly, each link mentioned in the paper booklet can be transcribed exactly as it is to be accessible with a connection. As for the activities, the vast majority can be carried out with or without connectivity, and in the cases that are carried out without Internet, they have the necessary instructions.

The series of booklets were launched at the end of August 2020 and ended at the beginning of December that year. During that period, more than 500 teachers from all over the country received the material in its digital format and over 200 also requested it in its printed version. The booklets in printed format were sent by mail to the homes of those who requested them.

In 2021, to deepen the knowledge of the booklets in the teaching community and think of new ways to use Wikimedia projects in the classroom, we designed the Virtual Seminar Teaching with Wikipedia, which took place from May 6 to June 3. More than 450 teachers of all levels from all over the country participated. We framed the seminar within our strategic lines of work: we proposed teacher training actions, bringing the debate on free knowledge to the educational world.

Final Thoughts

In this article, we set out to share how the Education and Human Rights Programme of Wikimedia Argentina adapted its experiences of working with the educational community in the context of the coronavirus pandemic. 2020 was a year to establish and strengthen alliances with key actors and institutions in education and digital inclusion.

A year to deepen reflections and find strategies so that Wikimedia projects and its pedagogical uses can be allies, in a context marked by the need to implement diverse and accessible proposals from virtuality. At this point, our

main objective was being able to guarantee proposals that allow the use of Wikimedia projects adapted to the multiple forms the teaching community required to back mandatory virtual education. Faced with the need to readapt these projects so they could be implemented in a situation of confinement, and within the heterogeneous realities at the national level, we set out to listen and open spaces for online meetings to find out what was necessary for the teachers, and identify how our projects could advice them.

Creativity, solidarity, and sorority determined the collaborative work with all the actors involved in our proposals. On one hand, by adjusting projects we had been developing for years, as the case of Wikipedia at University. On the other hand, finding the place and generating pedagogical fabrics allowed us to design a new project during the pandemic, where we thought about the Wikimedia projects and their implementation potential, with or without Internet access, teaching the class through Zoom, Jitsi, Meet or WhatsApp.

Undoubtedly, all this process implied the use of digital tools and platforms before and after. The Wikimedia projects and their pedagogical implementation were also rethought to support education in the context of the pandemic.

It is essential for teachers to be trained in the use and knowledge of these tools in order to achieve digital literacy, and to incorporate them into their classes. A year and a half later, we still think that the pandemic allowed us to deepen the critical and situated use of Wikimedia projects as tools that collaborate and contribute to the promotion of the digital literacy process that abruptly occurred in a social and educational level during 2020. Also, this experience and the projects we supported and designed (such as the Education and Human Rights Programme) in such a difficult and complex year, show the importance of thinking about and approaching Wikimedia projects as pedagogical tools enhancing free culture in schools and promoting access and creation of free and open knowledge from our realities and needs.

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Experiences, Examples, and MIL Cases in Argentina

#Orson80, a Transmedia Education Project

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Abstract

This paper is a synthesis of the experience of the #Orson80 project's development, which was carried out in educational institutions of the Province of Buenos Aires and the Autonomous City of Buenos Aires. The project aimed at the creation and expansion of a story, developing a collective project which circulated through various media platforms; to elaborate a complex of narrative and artistic expressions; negotiate meanings, expressing ideas effectively, and create narrative worlds on the basis of the text War of the Worlds; and reflecting on the impact of technology in everyday practices through discussion and the subsequent writing of critical pieces.

Keywords: Transmedia Narratives; Education; Disinformation; Transmedia Ecology; Media and Information Literacy.

The #Orson80 educational transmedia project was carried out in at the Normal School N 10 in Olavarría, School N 37 of Temperley, Nuestra Señora de Lourdes Institute in Banfield, San Albano School in Lomas de Zamora, and Jardín 919 Rosario Vera Peñaloza in Temperley, all of them from the province of Buenos Aires, and at the School N 16 DE 14 Fray Justo Sta. Ma. de Oro, from the City of Buenos Aires.

Approximately 150 students (from kinder, elementary, and high school) at these state-run schools participated in the project, together with 20 to 30 teachers, journalists, and specialists (who joined in from the classroom and/or from their disciplines and areas of expertise).

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The #The Orson80 project seeks to expand the narrative universe of the mythical "New York panic" triggered by Orson Welles with his radio adaptation of the novel in 1938. Based on this event, which we recovered from various sources, we defined the axes of the project, that is:

1. Technology yesterday and today: just as radio was the 'new technology' in 1938 and had a significant impact on that historical period, in #Orson80 students and teachers wonder about the effects of electronic devices on their daily life through various artistic activities, such as writing reflective pieces, and the debate about life on social media.

2. Alien: Martian invasion? You don't have to go to Mars to know what an alien is. Just think of people with whom we have nothing in common, with whom we do not approach because we believe there is no possible connection. Why do we tend to decode cultural differences in negative terms? Why stigmatise the difference? This proposal aims at an introspective work, where teachers and students reflect on intercultural relations and diversity as an opportunity to expand experiences.

3. Fake news: Can Orson Welles be considered as the precursor of fake news? What does that 1938 episode warns out about disinformation caused by social media? Here, the proposal is to think of strategies to check the information and verify its sources in various disciplines.

4. Context: What was the historical context of the radio broadcast 80 years ago? The proposal is to investigate the role of women, democracy, and the international context at that time and today.

The objectives of the project are:

• To collaborate in the creation and expansion of a story based on the development of a collective project that circulates through different media platforms.

• To develop a complex of narrative and artistic expressions: letters, stories, posters, drawings, sentences, installations, comics, memes, infographics, etc.

• To negotiate meanings, express ideas effectively, and create narrative worlds that expand the base text, War of Worlds.

• To reflect on the impact of technology on everyday practices through plenary discussion and subsequent writing of critical pieces.

The project was developed in several stages and carried out by students and teachers of different levels. Each work axis was adapted to the institutional and

specific context of each subject. Due to its transmedia nature, the productions involved working with images, audiovisual and sound texts, stories voiced by different characters, and the analysis of everyday life situations.

Each axis listed above worked as a global framework for developing activities within each discipline. Most technological subjects accepted the challenge of denaturalizing the relationship with new technologies in Axis 1. Reflection on otherness and the stigmatisation of difference, which are curricular contents of subjects such as Construction of citizenship or Emotional education, developed Axis 2. The alien theme served to work on the body diagram and the parts of the body at the kinder level and elementary education. The historical context of the 1938 radio broadcast allowed addressing issues such as the role of women, democracy, or the international context in subjects such as History, Culture, communication, and society at the high school level. Finally, the issue of fake news and disinformation made it possible to move forward across all spaces to think about information checking and source verification strategies.

Regarding the conceptual framework – the transmedia narratives – which emerged in the context of popular culture, propose diversified roles for individuals in digital scenarios. Users rely on Web 2.0 developments to create and distribute their productions based on the series, movies, or video games they consume: they share parodies, memes, and other storytelling productions. In the same way that in the extracurricular world, children and adolescents choose which content to produce and how to circulate it through Internet, the design of transmedia projects in education seeks to diversify the routes so that students learn and develop their autonomy based on their interests, skills and prior knowledge.

Thinking of expanded proposals that take up the practices and consumption of digital culture allows us to expand the classroom to include other media, voices, and knowledge in the classroom (Ferrarelli, 2021). That is why we propose to talk about at least four ecologies that enter the classroom by working with transmedia narratives:

Media ecology: expanding a story across multiple platforms, which is the specific attribute of transmedia narratives, means enabling the entry of a constellation of "media species" (Scolari, 2015) into the classroom that make up an ecosystem of languages, devices, and applications to work with students. The different platforms proposed encourage collaboration, the material organization and the combination of expressive modes.

Expository ecology: exchange spaces enabled by the collaborative web stimulate content creation and messages by students and teachers. The collaborative axis, typical of transmedia proposals, enables the circulation of all points of view and the involvement of people to produce materials. It is no longer only the teaching voice that is heard unilaterally explaining in the classroom and making all the decisions. The transmedia format is a condition of possibility for the polyphonic and choral construction enabled by the transversal participation of the students.

Didactic ecology: to the variety of tools, resources, and voices that drive transmedia projects we add the work options enabled by the format. The diversity of final products, platforms, and groupings offered to students enable different paths for learning construction.

Ecology of knowledge: the diversified ways of knowledge creation make it possible to demonstrate understanding through words, but also through images, sounds, animation, and music, among others.

Due to their participatory characteristics, flexibility, and openness, transmedia proposals in education enable an immersive scenario that serves as a working framework. A scenario within which students collaborate in the construction of various products from sources, resources, and varied prior knowledge.

Links to Know About the Experience and/or its Productions

Teacher website: https://sites.google.com/view/orson80transmedia/

Student website: https://sites.google.com/view/orson80/

Other materials, media accounts, and contents:
https://padlet.com/mferrarelli2/orson80

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The Adventure of Teaching for Responsible Digital Citizenship

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Abstract

This paper is a synthesis of the project *The adventure of teaching for responsible digital citizenship*, developed by the School of Journalism and Social Communication of the National University of La Plata (FPyCS, UNLP) in the Workshop on Collaborative Work Strategies with Social Media and other Online Assistants (TECCOM, by its Spanish acronym). It is proposed as an area designed to promote reflection and improve the practices of teachers, and graduates in Social Communication. All this through the recognition and use of the most frequented and known ICT by the students in the design of didactic sequences in classrooms or communication or journalistic management projects, within the framework of ethical and responsible digital citizenship practices.

Keywords: University Education; Media and Information Literacy; Digital Citizenship; Empowerment.

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The School of Journalism and Social Communication of the National University of La Plata (FPyCS, UNLP) carried out the Project The Adventure of Teaching for Responsible Digital Citizenship in the educational Workshop on Collaborative Work Strategies with Virtual Social Networks and Other Online Assistants (TECCOM, by its Spanish acronym).

Between 2020 and 2021, approximately 65 people participated in the experience: students belonging to the Superior Cycle of the Bachelor's and Professor's Degree in Social Communication, cohorts 2020 and 2021; the teachers in charge were Pamela Vestfrid and María Victoria Martin, and the assistants Aylén Alba and Julieta Cane.

Presentation of the Educational Space

The TECCOM Seminar has been taught since 2014 at the School of Journalism and Social Communication of the National University of La Plata (FPyCS, UNLP), Argentina. The space arose from an increasingly frequent demand from the students of the Degree in Communication: the need to integrate technologies into their educational and professional practices to enrich their work dynamics and communicational productions.

Inhabiting Internet's public space demands critical citizenship's training when receiving or producing digital content. The role of students as future professionals of communication becomes essential to contribute to the democratisation and plurality of voices on the web. Thus, appealing to the conformation of a responsible digital coexistence and healthy, careful use, are key competencies in times of increasing virtualization of daily practices.

As teachers in the field of communication, we distance ourselves from the technical and instrumental approach to reflect instead on the influence that devices have in shaping subjectivities, in the ways of establishing relationships, and conceiving our world.

The TECCOM Seminar, a workshop, aims to promote reflection, but above all, to improve the practices of professors, and graduates in Social Communication through the recognition and the use of the student's most frequented and known ICTs in the design of classroom didactic sequences or communication or journalistic management projects, within the framework of ethical and responsible digital citizenship practices.

To promote learning, the thematic contents are organised into three modules, ‘‘Emerging Contexts’’, ‘‘New Citizenships’’, and "Communicational

beyond technology", through a theoretical-practical work method that trusts the reflective and creativity construction of students. Likewise, each module contains multiple tools that allow the free, fast, and simple creation of content using virtual assistants.

The "Emerging Contexts" module, urges a reflection on the largest socio-cultural transformations produced after the emergence of Internet. Participants examine the distinctive features of the analogue and digital environments, as well as the changes in the forms of registration, storage, and circulation of information. The scope and limitations of M. Prensky's native and digital immigrant terms, frequently used in media and educational discourses to refer to the link between young people and ICTs, are addressed. Work is done on copyright, intellectual property, and Creative Commons licences, considering their relevance in the production and circulation of communicational products. Finally, the regulatory framework of ICT in Argentina is deepened.

The "New Citizenships" module promotes the analysis of the practices that make up a critical, safe and responsible digital citizenship, as well as the impact of the contents generated to express one's identity and, as a consequence, the digital footprint. The analysis of the digital context unravels the operating logic of the technological systems of the platforms in terms of algorithms, the economy of attention, and data commodification. In addition, the permanent reflection on the place of human rights and individual freedoms.

In this sense, a transformation is generated in representations of the private and the public spheres. It is necessary to deeply consider the behaviours of each user in the digital environment that includes techno violences such as sharenting, phubbing, grooming, cyberbullying, revenge porn, and digital gender violence, among others. During the course, the analysis of the current context in terms of production and consumption of information acquires great importance.

As future professionals in the field of communication, it is essential for young people to be able to identify the damage caused by disinformation and fake news in society and generate strategies to combat this post-truth scenario.

Then, the module "The communicational beyond the technical" addresses the relevance of collaborative work and the possibilities offered by ICT to carry it out. For this purpose, the proposal of the social psychologist Dolors Reig is recovered and analysed. According to the author, these can be differentiated into ICT, TLK (Technologies of Learning and Knowledge),

and TEP (Technologies for Empowerment and Participation). ICTs refer to the most trivial use of technologies. In turn, TLKs promote learning and knowledge. Finally, TEPs encourage empowerment and participation.

Characterisation of the Training Experience on Digital Citizenship

During the second module – "New Citizenship" – the teaching team proposes as an exam instance the research and creation by the students of an interactive group presentation, in which they design communication pieces for prevention, repair, and denunciation linked to digital citizenship. We should note that carrying out this activity goes beyond the classroom because it contributes to socialising with the community in general since the presentations are spread on the website of the School of Journalism and Social Communication of the UNLP.

The teachers form working groups and assign them the topics on digital citizenship to search for information, analyse it and produce a dynamic presentation in two weeks. The topics assigned in 2020 and 2021 were: sharenting, phubbing, grooming, cyberbullying, revenge porn, sexting, right to be forgotten, digital gender violence, and fake news. The suggested resources for the productions are Prezi, Genially, and Emaze, among others.

Final Thoughts

In 2021, 30 students completed the seminar and, in the closing form, they were asked to account for the topics they did not know about before the course. The most mentioned one were: netiquettes, economy care, digital footprint, digital citizenship, and digital identity. All these are related to digital coexistence in a historical moment in which, increasingly, social bounds are mediated by digital devices. Here are some of the messages:

"Regarding Identity and Digital Footprint, it is important that we know and make these issues known, for everyone to be safer on the web."

"Digital footprint to understand ourselves as subjects of rights within online experiences, do not forget that beyond the screen there are interests and a trail of information that can be used in a harmful way if we do not know how to aquire responsible uses."

"Due to the historical moment and the current context, I think it is urgent to work on violence, abuse, and harassment of women and children. During the ASPO, the problems related to gender violence, grooming,

and cyberbullying have increased and this requires institutions working with a commitment to these issues to protect the safety of the people involved".

"I think it was very enriching to work on digital violence, as it is a topic that is not usually discussed and it is important that we as communicators and teachers know it, recognize and work on it".

According to the educational experience developed with graduating students, their words of recognition about the importance of incorporating digital citizenship issues in their training as professionals in the field of social communication were very significant.

In this sense, we deeply believe in the need to continue training on these issues to promote responsible, safe digital uses and links that foster the empowerment of web users.

Links to know about the experience and/or productions

To know the 2020 works, enter:
https://padlet.com/pvestfrid/z5hly5oagy8qk746

To view those of 2021, go to:
https://padlet.com/pvestfrid/g0qjx3u5qxi2qpl7

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Martin, M.V. and Vestfrid, P. (editoras) (2020). *La aventura de innovar con TIC III: oportunidades y desigualdades en el marco de la pandemia* [The Adventure of Innovating with ICT III: Opportunities and Inequalities in the Pandemic Framework]. La Plata: EPC. Retrieved from: http://sedici.unlp.edu.ar/handle/10915/109762

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Vestfrid, P. (April 17, 2021). *Claves para mejorar la convivencia digital en las instituciones educativas* [Keys to Improve Digital Coexistence in Educational Institutions]. Revista Gestión Educativa. Retireved from: https://gestioneducativa.ar/claves-para-mejorar-la-convivencia-digital-en-las-instituciones-educativas/

Educommunication in the Classroom. A Coordinated Experience Between the University and Elementary Schools in the City of La Rioja, Argentina.

Leila Moreno Castro [63] and Fernanda Romina Gómez [64]

Abstract

This paper is a synthesis of the experience Educommunication in the Classroom, within the framework of the Degree in Social Communication of the National University of La Rioja (UNLaR). It was carried out by that career's team, together with the elementary school communities of La Rioja. The aims of the project were: to select and analyse curricular contents of elementary education that could be applied from the educommunication approach, produce media literacy content for the elementary educational level, carry out Edu Communication workshops for the implementation of the products, and evaluate and socialise the experience.

Keywords: Educommunication; TIC; College; School; Media and Information Literacy.

The Educommunication in the Classroom experience was carried out within the framework of the Bachelor's degree in Social Communication at the National University of La Rioja (UNLaR) and was carried out by the team of the undergraduate programme, together with communities of elementary schools in La Rioja. Ten members of the Social Communication Major team, including teachers, students, and graduates, 183 students from elementary schools participated in the programme in La Rioja, and 12 teachers and authorities from those establishments.

Educommunication is understood by UNESCO as "communication education" which includes "all forms of studying, learning and teaching" (cited in Aparici, 2010); using the media analytically and critically while promoting media content creation. It is considered a fundamental

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contribution to the formation of critical citizenship; therefore, its inclusion in the contents planned for the formal educational system is recommended. In the case of the province of La Rioja, the curricular design implemented by the Ministry of Education, Science and Technology foresees transversal content, throughout all elementary education.

On the other hand, at the National University of La Rioja, the Bachelor's degree in Social Communication has been developing actions in education and communication through research, extension projects, and degree training. In identifying possibilities of contributions that could be from the University to enhance its educational curricual, an extension project was elaborated to articulate actions together with elementary schools from La Rioja, given that digital consumption appears earlier every time, following our childhoods. The National Secretary of University Policies supported and developed the project during 2018-2019.

The objectives were:

• Selecting and analysing curricular contents of elementary schools that could be applied from the educommunication approach.

• Producing media literacy content for the elementary level.

• Conducting educommunicational workshops for the implementation of the content produced.

• Evaluating and socialising the experience.

The first stage of the project consisted of analysing institutional documents that guide teaching at the elementary level - both at the national level (Priority Learning Centres - NAP, by its acronym in Spanish) and in the provincial level (Curricular designs for the first level). This, to identify the contents on which contributions from the Educommunicative approach could be implemented. With these bases, there was progress in the planning of actions in schools. In coordination with the person in charge of Supervision of the elementary level, sector D, of the Capital City, three educational institutions of that jurisdiction were identified where the project could take place: Francisco Telechea and Bernardino Rivadavia public schools and Federalito private school.

This was followed by a contact and information gathering phase in school areas. Interviews were conducted with the directors of the three schools to diagnose, on the one hand, the institutional work linked to educommunication, ICT, and media and, on the other hand, the view that the

management had regarding the teaching work, as well as the contents, the educational and management policies that accompanied these practices, and the material and infrastructure resources that they lacked of.

In addition, nine teachers (three in each school) of first, fourth, and seventh grade (from the three cycles into which La Rioja elementary education is divided) from various areas were interviewed. The objective was to know to what extent and how they approached the contents linked to educommunication.

Based on the interviews carried out, the conclusion was that in every case there was not only a need for management in addressing the issues that brought us together, but also for resources, infrastructure, and administrative mechanisms (such as regulations, programmes, etc.) involved. All schools had Mobile Digital Classrooms (ADM), projectors, photo cameras, netbooks, sound equipment, and Internet connection. It was stated that there was a demand for teachers to plan the use of ICT, and it was considered that work with media and technologies should be addressed in the educational system. However, from the testimonies, it was possible to infer that they did not always work transversally on these issues. An instrumental approach refers to technologies predominated, leaving the media in the background. The lack of training was identified as the main problem or limitation to address these issues in the classroom.

On the other hand, anonymous surveys were designed and carried out for girls and boys in the first, fourth, and seventh grade (one grade for each cycle). A total of 183 students were consulted regarding their practices, uses, preferences, and meanings around the media and digital technologies. The results allowed characterising, at a general level, the relationship of girls and boys had with media and technologies, information taken into account when designing materials for the next stage.

Having identified training around the educommunicative theme, and possible ways to incorporate it into the contents planned for elementary level as the main demand, the decision was to move forward with the production of workbooks that included guides (in the format of a didactic sequence) to incorporate classroom activities with that focus. A total of 18 didactic sequences were elaborated, six for each of the educational cycles of elementary level (first, second and third), including all forms and oriented mainly to the area of Language and Literature, but also to Social Sciences and Technological Education. The sequences were compiled in a workbook that included the presentation of the university extension project, as well as an

introduction to the field of educommunication. Copies of the workbook were printed, called *Educomunicación en la escuela. Propuestas* para el trabajo en el aula (Educommunication at school. Proposals for classroom work), delivered to the teachers in the following instance.

Thus, the planning of exchange spaces with the educators in each school progressed in a workshop format. The reception was quite good, there was a need for continuity, deepening the critical analysis of media content, and the possibility of generating productions by students and teachers. Repositories of materials specifically related to local contexts (from La Rioja) to work in the classroom also came up as a need. Finally, contact channels were established to enable future joint actions.

The development of the experience, the information inputs collected and the workbooks produced were uploaded to a website. The intention is that it works as a starting point for referents from other institutions and as a space to exchange knowledge, practices, or experiences that have already been developed in other areas.

A conceptual framework

Educommunication as a hybrid field of studies and practices began to take shape in the second part of the 20th century from the meeting of two areas previously separated: education and communication. Different terms (media education, information literacy, media literacy, and recently, digital literacy) were used over time, depending on which aspect of the field was emphasised.

Through a critical approach, Jorge Huergo says that terms such as "education for communication, or communication for education", expressing in it an attempt to "school communication, or to technify communication education" (2000:22) is not accurate. The term educommunication is a possible alternative to this differentiation.

Through a critical approach, Jorge Huergo raises how restrictive terms such as "education for communication" or "communication for education" are, expressing an attempt to "school communication" or to "technify education" (2000:22). The term educommunication is a possible alternative to this differentiation.

In its historical development, the field recognized different paths: some more technical and instrumental; others focused on communicative and educational processes in a horizontal, dialogical, critical, and emancipatory

manner. In this last line, Mario Kaplún affirms that educommunication pursues the essential objective of:

(...) to empower students as senders, offering them possibilities, incentives, and training for the self-generation of messages. His main function will be to provide the educational groups with channels and communication flows - networks of interlocutors, close or distant - to exchange such messages. At the same time, he will continue to fulfil his role as the provider of support materials; conceived no longer as mere sender-informers, but as dialogue generators intended to activate analysis, discussion, and the participation of the students and not to replace them (1998:224).

In tune, Daniel Prieto Castillo reminds us that "the educational fact is profound, essentially communicational. The pedagogical relationship is fundamentally a relationship between beings who communicate, interact, and are built in dialogue" (2011: 39).

Hence the importance of regulatory frameworks including educommunication amidst the pillars for the social development of States. Thus, it is integrated into global regulatory frameworks, such as the Convention on the Rights of the Child; also, among the recommendations of the Geneva Committee, and, at the national level in Argentina, in the National Law of Education and the Law of Audiovisual Communication Services.

Links to learn about the experience and/or productions:

www.educomunicacion.com.ar

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Provincial School Radio and Media Programme

Nora Evelyn Santos [65]

Abstract

This paper is a synthesis of the experience of the Provincial School Radio and Media Programme, carried out by the General Directorate of Schools of Mendoza - Directorate of School Trajectories Orientation and Accompaniment (DOAITE, by its Spanish acronym), Subdirectorate of Socio-Educational Policies. The objectives of the programme are linked to strengthening the use of school media as a pedagogical tool, to promote the fulfilment of the right to education and communication, and to develop strategies that stimulate research and exchange with the community.

Keywords: School Media; Education; Rights; Communication; Media and Information Literacy

Main Features of the Programme

The programme's protagonists are students from all levels from public and private schools in the province of Mendoza. Participants: A) Authorities: Technical Team 4; B) Teachers and trainers: 200; and C) Students: 6500.

The programme grew out of the objectives of public policies that guarantee the right to education, established by the National Education Law No. 26,206, determining that the study of communication and information technologies is part of the essential curricular content for the inclusion of students in the society of knowledge.

From these public policies, the National School Media Programme (PNME, by its Spanish acronym) emerges at the national level, dependent on the National Directorate of Inclusion and Educational Extension, and is deployed in Mendoza to strengthen the school and educational trajectories of the students. This provides a space for participation, expression, and exchange with the community. School media allow students to create their discourses, stimulating the production of local content and favouring respect for different voices and identities (PNME, 2020). School

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media refers to school radios (radio stations with modulated frequency), streaming broadcasts, school audiovisual media, school graphic media, and other digital media.

The main objectives

1. To strengthen the use of school media as a pedagogical tool to promote the fulfilment of the right to education and communication.

2. To develop strategies that stimulate research and exchange with the community.

The programme provides open and flexible support and monitoring of the projects presented by:

• schools with traditional school radios and nodes with other schools.

• schools without radio, in connection with community radios.

• schools with streaming broadcast and other school media.

In addition, strategies are carried out to strengthen and promote exchange and training spaces for teacher and students, reconnect students with the school, systematize, make visible, and distribute the materials produced by the schools.

The projects presented by the schools are generally related to the areas of Language, Social Communication, and History, among others. However, they allow the development of skills in all curricular areas. Taking this into account, we intend to develop:

• communication: to create situations that allow them to understand and express their thoughts and feelings orally and through writing. Generation of spaces for active participation that involve the community.

• working with others: interacting, relating, and working with others. Promoting listening and respect for differences.

• critical thinking: facilitating personal decision-making or interacting with others. Producing material that allows analysis and reflection on current issues.

In this framework, the concepts that make up the theoretical-pedagogical positioning of the programme are presented. Students are main actors who incorporate the relevance of the exercise of the right to communication and produce school media projects that improve the quality of educational trajectories.

1. The right to participation (Child and Youth Protagonists)

This programme proposes leaving behind the tutelary way of conceiving childhoods and adolescences, allowing students to make decisions in different contexts and situations, taking into account their social and educational environments to support the process of participation in the active exercise of their rights (Voltarelli, 2018).

2. The right to communication

To join schools establishing a position in the communication paradigm based on human rights, the presence of the media in the classroom is promoted in a pedagogical, social, and cultural sense, with teaching proposals that motivate significant learning.

2.1. Communication as a right

The proposals of the Public Defender's Office (2021) are taken as a reference to define communication as a meeting point, where ideas are shared and negotiated to build new ones, understanding that communication is a human right and information a social good.

2.2. Communication as a skill

To develop communication as a skill, actions aim for students to listen, understand and express concepts, thoughts, feelings, desires, facts, and opinions. It is an active, intentional, and significant process that takes place in the context of social interaction (Secretariat for Educational Innovation and Quality, 2017).

3. Educational quality and inclusion

The improvement in the quality of education must be based on an inclusion approach, taking as its axes the right to communication and the paradigm of child and youth importance.

This makes it possible to link this proposal with the lives of students, broadening their horizons to turn the radio and other school media into a tool that aims to strengthen and improve the quality of learning from a comprehensive perspective.

Links to know about the experience and/or productions

Website: https://bit.ly/webryme

YouTube Channel: https://bit.ly/canalradiosescolares

Spotify: https://bit.ly/spotifyritmojoven

Instagram: https://bit.ly/instagramryme

Facebook group: https://bit.ly/faceradiodge

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Some Approaches to Critical News Reading Involving 6th and 7th's Grade Children in the City of Buenos Aires

Germán Freiberg [66]

Abstract

This paper synthesises the experience of the Critical News Reading Workshop, developed at School No. 22 D.E. 13, located in the neighbourhood of Lugano, in the Autonomous City of Buenos Aires. It took place during 2020 with 6th and 7th-grade students under the conditions of Social, Preventive, and Compulsory Isolation (ASPO, by its acronym in Spanish). The project's objectives were to determine the type of relationship that students were having with the news and information circulating at that time and to generate a space for shared reading of news related to the pandemic from different media.

Keywords: Reading; News; Childhood; Media; Media and Information Literacy.

There is a fact, and in between, many interpretations.
On the street, in the car, at home, at the bar, at work.
There are different points of view amid so much information.
That's where we are, in the middle of the noise.
In the middle (Documentary series). Encuentro Channel. (2009)

How can we think of children as critical news audiences? How to incorporate their voices into the discussions that dominate the public scene, considering them as bearers of a legitimate discourse? How to generate and inhabit these spaces?

The experience that we will share below can be read as an attempt to address these questions, which constitute a challenge when thinking about media literacy in the school context.

The Critical News Reading Workshop was an initiative generated with other teachers of School No. 22 DE 13, in the neighbourhood of Lugano, Autonomous City of Buenos Aires. It was developed in 2020 with 6th and 7th-form children under Social, Preventive, and Compulsory Isolation (SPMI). The meetings were held synchronously, in a virtual mode, weekly.

The origin of this workshop is linked to the complex social moment of the pandemic and its effects. One of them, undoubtedly, was the proliferation

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of information about the virus in the media. Precisely, we thought of this workshop as a point of repair for the students, in the middle of the information storm, producing a space to stop and watch, and above all, to exchange views on what the media offered us.

We set ourselves two goals:

• To know the type of relationship that students were having with the news and information that was circulating at that time.

• To generate a space for shared reading of news related to the pandemic, coming from different media.

In the following sections, we will analyse part of what happened in the meetings, observing both the didactic conditions involved, as well as the reflections and exchanges produced in their development.

First moment

To start the workshop, we made an open survey, based on the following questions:

1. *Do you think it is important to be informed in the situation we are going through? Why?*

2. *What media do you use (television news, radio, social networks, WhatsApp, etc.) to stay informed or find out about the news?*

3. *Is all the information that appears in the news reliable? Why?*

These questions allowed us to open a space for exchange among the children, where they could not only share part of their media consumption related to news but also their opinions about the information that circulated there.

We noticed that, although most of them focused on the need to be informed about the pandemic, many highlighted being overinformed about the subject was counterproductive.

In relation to the media used to be informed, social media appeared as one of the main supports, but others were also mentioned, such as television news. An interesting aspect, linked to this item, is how children run into the news:

-I [find out about the news] when I go to YouTube, since this whole coronavirus thing is trending, it's always the first thing to watch. It says what will happen to the people who die and all that stuff.

We found this intervention interesting because there we can observe how children come accross the news while they are carrying out another activity, that is, there is no deliberate search for the news itself.

Regarding the reliability of the news they saw, most of them pointed out as unreliable those reproduced on social media, indicating the possibility of editing images or videos; instead, television newscasts were seen as carriers of reliable information.

The dialogue based on these initial questions allowed us to define the following activity: reading news related to COVID-19 in the media.

Second moment

At this point, the proposal was to share and analyse a news item that appeared on a television programme in the workshop. In it you can see a live mobile unit, from which the reporter announces the evacuation of a house due to a positive COVID-19 case. The images surrounding the journalist consist of police cars, ambulances, and firefighters[67].

After exchanging views on the news, concerning aspects that drew attention and similar news seen in other media, it was read a statement made by a news website, where the information previously transmitted by the newscast was denied. The display of the operation was not due to the confirmation of a positive case of COVID-19, but to a fire that occurred in a home[68]. The news broadcasted turned out to be false.

One of the objectives of this activity was to reflect on the media's decision to publish this news. To observe how, in the eagerness to get the scoop or capture the attention of the audiences, many media report events without sufficient verification of the sources (Charaudeau, 2003; Martini, 2000). However, what surprised the children was the possibility of being "deceived" by this type of news that seemed to "reflect" reality. Far from thinking about

67 Full news link: https://www.youtube.com/watch?v=NoIQCYEtCqk (Taken from "Leer medios en tiempos de infodemia", Programa Medios en la Escuela *https://ciccus.org.ar/2020/06/04/leer-medios-en-tiempos-de-infodemia/)*

68 Press release: https://periodicoelbarrio.com.ar/el-operativo-montado-anoche-en-villa-urquiza-no-fue-por-un-caso-de-covid-19/

the relevant place news sources occupy, the discussion was organized around one question: How do we realise if the news we see is true or false?[69]

The previous episode led us to rethink the didactic strategy used to discuss the news with students. The selection of a fake news story as the gateway placed us in a scenario that, far from thinking about the news as representations of reality, led us to understand them as a reflection of what happened.

Thinking about the news in a dichotomous way, in this case under the pair truth/falsehood, can lead us to have a preventive or sceptical perspective about the media, building a representation of the audiences as potential victims who must be warned. The alternative to this approach is to adopt a comprehensive view of the media, observing in depth how they elaborate a certain discourse about reality, noticing its constitutive elements and noticing how they are plotted. (David Buckingham, 2008)

Bearing these considerations in mind, we think of a third moment of news reading, where the truth or falsity of what is communicated is no longer at stake, but the individual point of view regarding it.

Third moment

The two news items presented in this case referred to an event that ocurred in a town outside Buenos Aires, where a shopkeeper had died after contracting the COVID-19 virus[70].

After watching the two newscasts, the question was to observe whether the two media had presented the news in the same way.

This allowed us to pay attention to various elements presented by the two newscasts. For example, we began to observe how the headlines and the sources were presented by journalists. It also brought us closer to thinking about the use of audiovisual language resources, paying attention to the

69 Different researches warned this reading matrix that children have when reading and analysing news. See: Perelman, Flora, Estévez, Vanina and López Broggi, Olga Liliana (2013).

70 News Nº1: https://www.youtube.com/watch?v=W0CMjfxEzNI
News N°2: https://www.facebook.com/watch/?v=240507270550558
Proposal from the booklet "Leer medios en tiempos de infodemia" (Reading media in times of Infodemic). Media at School Programme
https://ciccus.org.ar/2020/06/04/leer-medios-en-tiempos-de-infodemia/)

presence or absence of editing effects in the reports, the use of music, and the selection of takes, among other aspects. Comparing the two news items, the focus of attention was no longer the truth or falsity of what was reported, but the approach adopted by each of the news programmes to address what happened:

-They give information, but differently. They explain it very differently, and they get more dramatic, or more fakery and says this or that, and shows more information.

-The one from Telefé is calmer. El Trece is like the presenter with background music, they say "the neighbourhood of fear".

-It's an edit. It has an effect, professor. It's like when in a movie, it's going to be the apocalypse and they put the trees all blown away with the wind, like that.

In the students' interventions we could observe a shift concerning the comments of the first meetings. The focus began to be placed on how the elements of speech are combined to produce an effect or build a point of view about what happened, away from judging the truth or falsity of the news.

Fourth moment

To conclude, we found it interesting that the children could register and share part of the conclusions they had reached. Taking advantage of the radio space offered by a local radio station, we decided to record a series of tips for the audience, for them to notice some of the aspects involved in the news elaboration.

Final thoughts

Throughout the meetings, although we were able to observe a certain evolution in the children's conceptions about the news, the process makes us think of the need for a long-term work. Critical reading of the media could become, in this sense, a regular activity within the school context, becoming part of citizenship training.

Another aspect to be considered are the didactic conditions that intervene when approaching media reading. Both the selection of news and other aspects related to class management, linked to how interaction between students is arranged, become fundamental in the design of the proposals. These last considerations constitute a field and research study that, far from being closed, continues to be a source of debate and reflection.

Links to know about the experience and/or productions

You can listen to the complete programme developed within this project by girls and boys here: https://soundcloud.com/rosario-orguilia/13-programa-la-22-atr

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Pedagogical Transmedia Narratives

Viviana Murgia [71] and Exequiel Alonso [72]

Abstract

This paper is a synthesis of the Transmedia Pedagogical Narratives experience, which was carried out at the High School No. 10 of Olavarría, within the framework of the National University of the Center of the Province of Buenos Aires. The project consists of the design of narratives based on a thematic or problematizing axis, where expansions are created with the participation of students, teachers, and community actors.

Keywords: Transmedia Narrative; Education; Transmedia Citizenship; Youths; Media and Information Literacy.

The Pedagogical Transmedia Narratives experience was carried out at the High School No. 10 of Olavarría, within the framework of the National University of the Center of the Province of Buenos Aires. Students from two sections with orientation in Social Sciences participated.

In the four years of implementation of the project, with the participation of approximately 60 students per year, a permanent team of two teachers and a communication specialist, who has been joined by other experts, teachers, and community actors.

The Pedagogical Transmedia Narratives project consists in the design of narratives based on a thematic or problematizing axis, where students, teachers, and community actors participate in the creation of expansions. This ways of creating narratives in the school stresses the simplification of knowledge that curricular designs usually propose. It is aimed at making issues more complex and designing multiple routes and proposals for the participation of students and the community.

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72 PhD Student in Communication, National University of La Plata; degree in Social Communication, National University of the Center of the Province of Buenos Aires; doctoral fellow, CONICET-UNICEN. E-mail: exealonso@gmail.com

The team of teachers defines a theme to study problems linked to the context of the students, which integrates different curricular units and fields of knowledge and calls for the participation of community actors as experts and/or sources of information, to develop a narrative that begins in the classroom and expands to analogue and digital spaces. To this end, the students create communication pieces, make decisions about what to communicate, through which media or platforms they will do it, and what interactions they propose. In the elaboration process, interactions generated by them are inputs to continue defining the theme.

Therefore, the narrative does not finish when we put into circulation the communication pieces; it is a process that remains open to new revisions and extensions, accounting for knowledge that is built and becomes more complex to the extent that dialogues with community actors. The idea is to inhabit the public space from the school, inviting the community to participate in the construction of narratives with a pedagogical and political meaning.

To this end, the narrative fragments were communicated on social media and presented as an opportunity to open questions, which are then answered by the public. Fragments of physically mediated narrative are also designed to challenge citizens in the intervened public space.

The objectives of the project are:

• Resignification of knowledge, of multiple social actors and students, who contribute with specific skills, learned in informal education contexts.

• Development of interdisciplinary proposals that articulate curricular knowledge with others, coming from the community.

• Creation of original productions in multiple formats and communication languages, based on knowledge built in the classroom.

• Elaboration of narratives that involve the point of view of teachers, students, and the community, for a multiple and complex look.

• Inclusion of ICT as a resource to communicate and generate proposals for participation in social networks and web pages.

Eventually there were different ways of implementing the project:

• 2017, "If Socrates lived..." Starting from the figure of Socrates, we problematize reality by attending to issues related to justice and politics. The students read and analysed the texts Crito and The Apology to contextualise Socrates' thoughts. Then, they were invited to imagine a contemporary Socrates, who

would open the dialogue in the web. This narrative incorporated productions for social media (Socrates and Crito's profiles on Facebook), the elaboration of games, and video pieces.

• 2018 - 2019, "Youth and construction of the public": The proposal entailed in analysing the notion of youth and recovered the contribution of literary texts and Social Sciences. To this end topics related to the participation of young people in the social and cultural scene were studied, as well as events of the decade and recent history that would show the problems that affect young people. Communication pieces were designed to intervene the public space, such as murals and artistic installations on the school sidewalk; theatrical performances for recreation; artistic installations in the hallways, the courtyard, and classrooms; productions published on social networks (Facebook and Instagram) and the project website.

• 2020-2021, "Corporeality and territory": Takes up themes and contents of school disciplines such as Philosophy, Literature, and Art, incorporates the voices of social actors and students, and the perspective of experts from different fields (communication, philosophy, education, anthropology) to build a story that allows making the study of corporeality more complex in terms of creation and symbolic experience.

The projects articulated contents of the following curricular disciplines: Philosophy, Literature, History, Art, and Research projects in Social Sciences. Among the topics proposed, we can mention events in recent history, contents of Comprehensive Sex Education, nightlife, the militancy of young people, political participation in student centres, size law, social networks, gender violence, and the right to education.

The project entails by expanding a story through multiple media and platforms and users' participation in the construction of the narrative universe (Jenkins, 2008; Scolari, 2013). If we think of these experiences in the educational sphere, they acquire a different purpose than they may have in other spheres, such as entertainment or journalism. Thus, we prefer refering to pedagogical transmedia narratives (Alonso and Murgia, 2018). These narratives are built from the decisions made by the teaching team about the topics (to articulate them in different disciplines, within the context of the students). Original communication pieces are elaborated to present a proposal that dialogues with actors of the community to generate new and valuable expansions.

In the elaboration of communicational pieces, young people learn and recover transmedia skills. These skills are part of what Scolari (2018) calls transmedia

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literacy and are related to the production, consumption, and post-production of media. They are neither developed by everyone nor do they occur homogeneously. Hence, it is necessary to generate school proposals oriented to the need of learning how to participate in the collaborative culture, focused on content and context, and not on the artefactual perspective of technology. The challenge is to promote pedagogical spaces where students can recontextualize these skills at school so that what is produced can be shared and socialised in a meaningful way.

From this perspective, the analyses that allows us to think about the formation of citizens as critical subjects capable of acting in a context mediated by technologies are valuable. The classical forms of citizenship were destabilised (Canclini, 2020). It is necessary to discuss whether the participatory potential of ICTs can be combined with citizen commitment, especially if we consider that large corporations capture our data in a way we can neither control nor know.

On the other hand, we also see new forms of participation in social movements which combine both practices and are a clear example of the reconfiguration of public space. Following Reguillo (2017), these movements are organised from an expanded public space, make visible the voices that do not come from the centres of power and combine the work of imagination as the possibility of creating with others with the connective action that ICT's facilitates. Taking into account the dimensions that social movements deploy to think about citizenship and public space, it is possible to recognise new scenarios and forms of participation that move away from modern categories (Canclini, 2020). In this context, transmedia narratives have a communicational potential not reduced to the fictional story: they can be integrated into citizen practices of creation/expansion of stories linked to social problems, they incorporate the participation of social actors, and enable the possibility of creation through the multiplicity of languages.

Transmedia narratives designed for the classroom account for the skills to produce and share content, as well as the training of young people who get involved in public debate (based on issues involving them beyond the classroom). Also, the creation of stories interrelating contexts (inside and outside the classroom, analogue and digital, formal and informal).

Links to learn about the experience and productions:

Web site: https://www.jovenestransmedia.com/

Facebook: @transmediaolavarría

Instagram: @Transmediaolava

Twitter: @TransmediaOlava

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Incorporation of Pakapaka Audiovisual Series in the Field of Language and Literature Practices

María Agustina Sabich [73]

Abstract

This paper is a synthetic presentation of the project "Inclusion of the Pakapaka audio-visual series in the field of teaching Language Arts and Literature" developed by the Institute of Teacher Training No. 104, together with their teachers and students and other educational spaces in the district, in Quilmes, Province of Buenos Aires. The activity aims to establish possible dialogues between the curricular design, the audiovisual series, and the teaching of language and literature practices, in order to speed up the processes of multimedia incorporation in teaching practices. It also intends to provide some knowledge of the audiovisual language and offer mechanisms of classification, which allow teachers and students to group the Pakapaka series around rhetorical, thematic, and enunciative criteria.

Keywords: Audio-visual Media; Teacher Training; Media and Information Literacy; Curriculum Design.

This project is developed by the Higher Teacher Training Institute No. 104 with its teachers, students, and from other educational spaces in the Quilmes district, Province of Buenos Aires. It is entitled "Inclusion of audio-visual series of Pakapaka[74] in the field of teaching the Practices of language and literature".

The proposal is part of the Creativity Week and includes the participation

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74 As it may be known, Pakapaka is the first public channel for children and adolescents in Argentina dependent on the National Ministry of Education. The proposal was born in a slot of Encuentro channel in 2007, and consolidated as an autonomous signal in 2010. In this context, different legal, institutional, and technical engines encouraged its creation and growth: the Audiovisual Communication Services Law No. 26,522, the creation of the Advisory Council of Audiovisual Communication and Childhood, the implementation of the Public Defender's Office, and the implementation of Digital Terrestrial Television. In addition, the children's signal follows some models of European public television, such as KIKA (Germany), KRO Kinder (Holland), and SVT Barn (Sweden). It nourishes the television segments of the BBC (England), TV Cultura (Brazil), Canal Once (Mexico), and TV Colombia (Smerling, 2015).

of some members of the college level educational community. This is a day in which teachers and students carry out artistic activities of various kinds – early literacy meetings, theatre classes, art, design, drawing spaces, cinema-debate workshops – which is why the event is also open to the community. In our case, the transfer activity that we propose is to provide an interdisciplinary perspective on the teaching of language and literature practices at the elementary level, based on the development of theoretical perspectives that include contributions from the fields of communication, semiotics, and digital culture studies.

Through a synchronous virtual meeting on the Zoom platform, the initiative develops an exchange space to present the audiovisual series[75] that Pakapaka produces and that can be related to the teaching of language and literature practices at school. The interest in developing the activity is due, in part, to the compilation of a set of previous diagnoses that allow us to identify some limitations to incorporating audiovisual media in pedagogical practices.

In the first place, we show that there are tensions around the concept of literacy in the institute. Indeed, for many of the actors, the term is restricted to reading and writing practices (Gee, 2008), even though the curriculum design of the Province of Buenos Aires adopts an open, multimodal and integrated look. Also, we start from two other previous analyses. On one hand, we found that the pandemic introduces a situation of forced virtualization, in which many teachers and students are forced to incorporate technologies in planning didactics, despite not having the necessary knowledge to carry out that task. This implies a situation of generalised stress that harms pedagogical communication and social relationships built on digital platforms. On the other hand, we believe that the online mode generates a certain imposition of "digital creativity" on many of the teachers, who have few possibilities of achieving it, given that they have a very intense working day, in which time and dedication is limited.

For all the above-mentioned reasons, the activity proposes to establish possible dialogues between the curricular design, the audiovisual series, and the teaching of the practices of language and literature to speed up the multimedia incorporation processes in teaching. It also aims to provide some knowledge of

75 Los casos trabajados son: *El taller de historias, Cuentos para no dormirse, Calibroscopio, De cuento en cuento, Biblioteca infinita y Cuentos de había una vez.*

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the audiovisual language and offer classification mechanisms, which allow users, teachers, and students to group the Pakapaka series around rhetorical, thematic, and enunciative criteria (Steimberg, 2013). We mean, precisely, the themes that the series develop, the "types" of recipients that they configure, the animation techniques used, the intertextual relationship established, and the connections with the curricular design of the elementary level (Siciliano, 2018).

The transfer activity proposes some connections with the curricular contents of language and literature practices at elementary school.

The relationships we mention are articulated around three axes: reading, writing, and oral practices. In the first case, we highlight contents such as the official promotion of reading policies, the role of libraries, the role of the "mediator" in teaching literary genres and subgenres, and rereading strategies.

In the second case – the one associated with writing practices – we linked with producing creative texts, metalinguistic reflection, and social media texts from resources, including the use of grammatical persons, the use of verb tenses, and the purpose and communicative adequacy, for instance. In the third case – related to practices of orality– we propose connections with the teaching of listening, the prosodic features of the language, the monitoring of reading through teachers, interpretive contexts, and the production of oral texts in different genres and media formats.

In relation to the conceptual framework, the activity is nourished by some works concerned with the relationships established between literacy processes, technological appropriations, and multimedia devices. Among the studies that address this problem from a sociocultural and educational perspective, those of Scolari (2012); Buckingham (2008), Cassany (2008), Gee (2008), and Kalman (2003) stands out. The contributions of Cassany and Kalman are of great theoretical importance for our project.

The researchers acknowledge that "in general, educational research has paid much attention to the literate practices at school (...) and has forgotten other environments and contexts that, despite having less relevance, can also play a significant role" (Cassany, 2008, p. 11) so they are concerned with reformulating the traditional concept of literacy. Thus, most theorists currently agree that it is no longer possible to speak of "literacy" in singular terms but terms of "multiple literacies".

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Online School: a New Challenge for Educational Practices?

Claudia Burgos [76], Daniel Carceglia [77],
Jerónimo Galán [78] y Luis Sujatovich [79]

Abstract

This paper synthesises the experience of the project "Online School: A New Challenge for Educational Practices?", which involved high school teachers from public schools in the province of Neuquén. This project was carried out from August to November 2020 and focused on online training using the Lazos platform (administered by the province of Neuquén) to develop digital competencies for high school. Among its objectives were: to develop pedagogical and didactic tools for planning with ICT, organise a community of educational practices guiding teachers in the acquisition of progressive autonomy in the use of digital and virtual environments, and highlight learning experiences in virtual environments that promote collaboration and cooperation among peers.

Keywords: Digital Competencies; High School; pedagogical innovation; ICT; Media and Information Literacy.

Natural Intelligence carries out this project whose protagonists are public school teachers in the province of Neuquén. Among the participants are:

Provincial authorities: Cristina Storioni, Minister of Education of Neuquén, and Sandra Barrio, director of Digital Education. Claudia Burgos, director executive in the Natural Intelligence e-learning initiative, and Luis Sujatovich, Director of Education.

76 Professor of Educational Sciences, Executive Director of Natural Intelligence.

77 Graduate in Social Communication, specialist in Human Rights Education, professor at the UNQ and director of contents of Natural Intelligence.

78 Graduate in Social Communication, Director of Natural Intelligence Communications.

79 Professor with a doctorate in Social Communication, professor at the UNQ and director of Natural Intelligence Education.

Pan American Energy, Corporate Responsibility. Teachers of the Digital Education team: Sonia Sommer, Erica Bordón, Marcela Cevallos, Alejandro Fierro, Erika Barros, Natalia Baldi and María Paz Sarrasqueta. Natural Intelligence Team: Daniel Carceglia, Jerónimo Galán, Ayelén Anso, Lucila Fauda, Sebastián Kuperman, Samanta Solari, Camila Basualdo, Laura Criado and Julio Villarino.

This project focused on online training using the platform Lazos (administered by the province of Neuquén) to develop digital skills for high school. Held from August to November 2020 and included asynchronous and synchronous activities and webinars with leading specialists. Results: approximately 500 teachers out of 600 successfully completed the course (80% pass rate).

General Objectives

• Developing pedagogical and didactic tools to implement ICT planning.

• Organising a community of educational practices that guide teachers in acquiring progressive autonomy in the use of digital and virtual environments.

• Highlighting learning experiences in virtual environments that promote collaboration and cooperation among peers.

Specific Objectives

• Identifying the pedagogical potentialities of virtual environments in teacher training.

• Encouraging the development of searching skills and responsible use of information.

• Exploring and discussing tools and features.

• Evaluating the didactic contributions of the platform tools.

• Understanding the operational functioning of the types of forums, activities, and self-assessments.

• Acquiring tools for the task in their role as virtual teachers.

Contents

Presentation: educational history, profile. Characteristics of online education vs. classroom education. The online class: the block in Moodle - Parts of the class.

The online class: the block in Moodle - Multimedia inserts, infographics. The online meeting: synchrony and asynchrony. Models, moments, potentialities.

Platforms and tools for synchronous meetings. Consideration of safety and care, tips for the class. Education and technology.

Debate and collective construction of knowledge in distance education: the forum. Uses of forum activity: standard for general use; simple discussion and questions and answers.

Proposals for carrying out tasks in online education. Formats.

The Assignment resource in Moodle. Thinking evaluation. Models, approximations.

Tools for evaluation in online education.

Synchronous contents

Presentation of the project, of the Digital Citizenship I work platform. Reliability criteria for information on the web. Information and Communication Technology (ICT), Technologies for Learning and Knowledge (TLK), and Technologies for Empowerment and Participation (TEP). Sequences and projects with ICT. Online evaluation-colloquium.

This project is part of the current context, which confronts us with the need and urgency of incorporating technology as an instrumental tool in the classroom. At this point, it is worth mentioning that we consider information and communication technologies (ICTs) as social and cultural forms, not as mere electronic and technical devices. For this reason, we work collaboratively on the formation of educational practices focused on solving significant problems and communication skills for constructing knowledge and the circulation of knowledge in a critical and autonomous way.

In this section we point at accompanying colleagues: understanding ICT as transversal to training, building with teachers competencies and skills of pedagogical innovation related to disciplinary teaching practices, in constant dialogue with specific didactics, while keeping on epistemological monitoring on the object of study. It is important to consider that including ICTs in education significantly implies reviewing and redefining the pedagogical models through which they are integrated, relating both previous and innovative practices. Therefore, the course proposes working with professionals systematically incorporating the paradigmatic change that ICTs bring with them. Changes do not imply an abrupt break with previous practices, but rather a process of gradual transition, which implies recovering, revising, and resignifying

knowledge and transforming them into new strategies and ways of working. For education, it is a great challenge to achieve a significant appropriation of ICT and the practices of digital culture. This includes adapting the curricular designs and making prescriptive contents into a construction of pedagogical innovation proposals.

Webinars carried out within the training framework: Project and work platform presentation; Digital citizenship I; Digital citizenship II; Reliability criteria for information on the web; Planning of ICT projects in high school; Digital policies for education: inequalities and opportunities for Latin America in the context of the pandemic. The latter featured a dissertation by María Teresa Lugo, director of the Postgraduate Diploma in Planning, Management, and Project Evaluation and Educational Policies in Digital Contexts of the National University of Quilmes. Evaluation of digital resources. ICT - TKL - TEP, with Cecilia Sagol, research coordinator at Educ. ar S.E. ICT - CT - PET. Evaluation in ties, where Mercedes spoke to Martín, Director of Distance Education of the UNLP. And the closing, with the participation of the Minister of Education of the Province of Neuquén, Cristina Storioni, the manager of Educ. ar S.E., Laura Mares, and Agustina Zenarruza, PAE Sustainability Manager.

Links to know about the experience and productions

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https://www.linkedin.com/company/inteligencianaturalok

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Traces of a Peculiar Time

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Coordinating team of Media at School Programme

Abstract

This paper synthesises the Traces of a Peculiar Time Project developed within the Media at School Programme of the Ministry of Education of the Autonomous City of Buenos Aires. The objectives were to allow boys and girls to express in various audiovisual formats how a day in their lives was like in the pandemics. It was an opportunity for them to record – with their voices and gazes – a unique moment and jointly build an Archive of the Present.

Keywords: Communication; Pandemic; Boys, Girls, and Young people; Worldviews; Media and Information Literacy.

This project is carried out by the Media Programme at School, of the Ministry of Education of the Autonomous City of Buenos Aires, and students of all educational levels from their public schools participated in its development, making a total of 372 productions. The multimedia event was attended by personalities from education, communication, culture, and institutions such as the Museum of Cinema and the Association of Graphic Reporters of Argentina.

In 2020, the Media at School Programme reformulated its work proposal calling on children and young people to record their daily life during the pandemic and to organise an Archive of the Present where they could express and circulate their voices and views. This is how Traces of a Peculiar Time emerged: a call for the production of short films, photographs, and audios shown in a virtual multimedia event that brought together the programmes: Hacelo corto [Make it Short] (in its 19th edition), Minuto a minuto [Minute by Minute] (with Museum del Cine), Hacelo Foto (with ARGRA) and Radio Caleidoscopio (with Boedo FM).

Traces of a Peculiar Time intended that boys and girls described a day in their lives in a pandemic (especially during the ASPO): what they liked to

80 Filmmaker and teacher.

81 Professor and researcher in Educational Psychology.

82 Teacher and researcher in Didactics of Communication.

play, what they dreamed of, and what new customs and routines were introduced in their daily life so that they shared some of the stories of those times, from their own perspectives. It was an opportunity for boys, girls, and young people to record – with their voices and sights – a unique moment to build an Archive of the Present, a device that perpetuates the memory of what happened.

The productions were screened during the Traces of a Peculiar Time event, developed through the Medios en la Escuela YouTube Channel from November 4 to 13, 2020.

Make it Short Huellas (Traces): the short films were part of a virtual exhibition presented by the Medios en la Escuela YouTube channel. The protagonists, children, and young people were authors of unique aesthetics, allowed to express their voices and views. Within the framework of Make it Short Traces, the proposals "Rewatch," "Minute by minute," "Short films in a Big Way," and "I want cinema" was also presented.

Watch again a selection of short films that covered the 18-years of the festival's history, where prominent personalities commented and presented one short per year.

Minute by Minute: together with the City Cinema Museum, children and young people from all over the nation produced Lumière Minutes, to give an account of this unique period. With all the collected material, the film Minute by Minute was compiled, edited by Eloísa Solaas, filmmaker and member of the Cinema Museum team.

I Want Cinema: a joint project between the Training of Spectators and Media programmes at the school that promotes the film making experience within the framework of the Cinema Programme, One Hundred Years of Youth. The originality consists in defining a general framework and rules of the game formulated each year, in agreement with the cultural partners of the different countries.

Radio Kaleidoscope Traces: the proposal aimed at children and young people telling through audio or podcast how a day in their life was like, what they liked to do the most, or some story of their own unique time. Based on the productions received, Radio Caleidoscopio was broadcast through YouTube channel a series of thematic compilations and also through the usual radio broadcast, both on YouTube and on the 88.1 Boedo FM radio.

Make it Photo Traces: it was an invitation for boys, girls, and young people to find a singularity among everyday scenes and photograph it. With all the series, an Archive of the Present was organised on the site of Make it Foto (https://mediosenlaescuela.wixsite.com/hacelofoto), so that the work of the students can be explored again. A film made with 98 selected photographs was shared as part of the event. The objective was to weave them into a single piece, where audiences would find the point of view of boys and girls, recording and transforming the pandemic into their images.

Special live events: three special live events are broadcasted on the programme's YouTube channel: Opening Traces of a Peculiar Time. Why archive the present? Presentation Make it Photo Traces and Presentation Minute by Minute.

All actions were framed in the proposals of the jurisdictional curricular designs. Although they could be addressed in particular spaces, such as production workshops in artistic/multimedia languages, we consider them transversal proposals for all schooling.

Promoting critical reading of the media, knowledge of expressive media and artistic languages, or the appropriation of these resources at the service of generating their discourses, constitute permanent challenges for teaching in institutions and outside of them. Integrating the media as objects of study, sources of information, and instruments of expression, favours the appearance of new ways of looking at reality and spreading the voices of boys, girls, and young people, beyond the school setting. When students go through the experience of telling and producing a story in audiovisual format, a digital magazine, a photographic production, or the transmission of their radio programme, they learn not only to use the tools or technical procedures but also to know their history, to identify with different realities, to imagine impossible universes and to make well known their voices and perspectives, usually absent, stereotyped or silenced in the media.

Links to know about the experience and productions

Media at School Website:
https://sites.google.com/bue.edu.ar/medios-en-la-escuela/mediosenlaescuela

Media at School YouTube Channel:
https://www.youtube.com/c/MediosenlaEscuela/featured

Make it Photo YouTube Channel:
https://www.youtube.com/channel/UCUxn4zuZSZnUIF04iVgAkzA

Spotify and Caleidoscopio Anchor:
https://open.spotify.com/show/2W3olOVKsBj6edAQRUxMDb?si=rWyzb4cdSUy2RxDHxuBvEQ&dl_branch=1
https://anchor.fm/medios-en-la-escuela

Make it Photo Website:
https://mediosenlaescuela.wixsite.com/hacelofoto

Social Media

Media at School Facebook: Programa Medios en la Escuela

Make it Short Film Facebook: Hacelo Corto
http://www.buenosaires.gob.ar/educacion/estudiantes/hacelocorto

Caleidoscopio Facebook: https://www.facebook.com/Caleidos010/

Media at School Instagram: @mediosenlaescuela

Make it Photo Instagram: @hacelofoto

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Knowmad Pedagogies and Narratives in (Convergent) Studies of Social Communication in Patagonia

Laura De La Torre [83] y Horacio Avendaño [84]

Abstract

This paper is a synthesis of the project experience carried out by the Department of Social Communication of the Faculty of Humanities and Social Sciences of the National University of the Patagonia San Juan Bosco, at the Introduction to Social Communication Studies module (cohorts 2016, 2017, 2018, 2019 and 2020), in Comodoro Rivadavia, province of Chubut. It is aimed at identifying learning experiences and significant practices in the study of social communication, intertwining the dynamics of the communication field with its theoretical-methodological matrices, to understand how students and teachers subjectively construct the teaching and learning process and communicate in actual contexts to consolidate it as human right.

Keywords: Communication; Pedagogies; Nomads; Patagonia; Media and Information Literacy.

The Department of Social Communication of the School of Humanities and Social Sciences of the National University of the Patagonia San Juan Bosco carries out this project in the framework of the Introduction to Social Communication Studies module (cohorts 2016, 2017, 2018, 2019, and 2020) in Comodoro Rivadavia, province of Chubut. 239 students entering Social Communication FHCS-UNPSJB, 156 students from high schools No. 706 and No. 716 (Chubut), 48 invited teachers, 36 FHCS authorities, UNPSJB, municipalities, 12 Unimedia Patagonia audio-visual technicians UNPSJB, 32 older adults Río Mayo - Alto Río Senger (Chubut) participated in the initiative.

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83 Bachelor's in social communication (UNPSJB), the teacher responsible for Written Language, academic coordinator at FHCS-UNPSJB, JTP in Social Communication Studies FHCS, adviser in Education ISFD N° 802 (Min. Educ. Chubut), ISER national broadcaster, and teacher of Audiovisual Language for Older Adults.

84 Bachelor's in social communication (UNPSJB), Master in Interactive Digital Communication (UNR), the professor responsible for the degree in Communication and Sociology, Researcher at S&T-FHCSUNPSJB, postgraduate professor in Educational Innovation - ICTs, and responsible for audiovisual content at Unimedia Patagonia - CEPA - UNPSJB.

Patagonia is the land of *Knowmads*. In the past, they were protagonists of infinite migrations, and in the present, of eternal serendipities starring in digital spaces, where multiple identities reset, genetically determined by movement. Amid this new way of inhabiting Patagonia through knowing and movement (nomad), educational reconfigured practices are made effective. Not territorially but carrying out the practice that determines how to inhabit the world, building knowledge, maintaining identity, always mobile, in a displacement that goes from John Moravec to Jesús Martín-Barbero and his decentralised perspective of *pure market*.

How and with whom do young people learn in these new spaces crossed by media ecologies? What are the strategies of the new cognitive ecologies that reconfigure these multiple identities of the Patagonian *knowmads*? How do both ecologies interact? Beyond or closer to digital technologies... In these scenarios of mental and cultural revolution, is it possible to learn (communication) without doing (communication)? We share these and other questions with five groups of first-year students of the Career in Social Communication at the University, cohorts 2016 (62 students), 2017 (56), 2018 (38), 2019 (49), and 2020 (34). With the methodology of ethnographic exploration with written and audio-visual records. We did it while studying in parallel the programmes of the Sociology-Module in Social Sciences and Written Language Department, also included the first year.

The questions posed at the beginning of this text went through practical experiences: integral production of the 1st streaming International Book Fair of Comodoro Rivadavia Chubut (2016); comprehensive production of 1st streaming RedCom Argentina (2017); comprehensive production and multimedia coverage of the JUR Regional Interuniversity Games (2018); Meeting of Young and Elderly Residents who live in Distant Areas in Río Mayo (2019) and the International Conference "Open Communication" (2020).

Among our objectives are:

• Identify learning experiences and significant practices in the beginning of the study of social communication.

• To interweave the dynamics and problems of the communication field with the theoretical and methodological matrices.

• To understand how students and teachers subjectively construct the teaching and learning process.

• To make communication in real contexts to consolidate the human right to it.

The students entering the UNPSJB are, mostly, first generation university students. They sit on individual benches and in neat rows divided by a corridor. They all look at a green blackboard and the teacher, who projects images in PowerPoint format and develops the theoretical presentation (an hour-long monologue), while students "keep" silent. The head of assignments presents the "slogans" that the students must answer in writing. A postcard from the last century is valid in this century.

Students are between 18 and 24 years old, they are in the first year of their university career in Social Communication. They are "freshman": they formally enter an instance in their lives where the world of work, professional skills, and the professional profile of the new (?) Interactive Digital Communication or Digital Economy, are topics of their interest:

This new digital ecosystem is posing a major challenge. It redefines the foundations of innovation and productivity but will also be transcendental for educational models and employment. The generation of knowledge and the development of a new talent are being boosted as never before. (White paper for the design of university degrees in the framework of the Digital Economy, 2015: 17).

According to the State of the World's Children 2017 (UNICEF), young people between 15 and 25 years old are the most connected to the Internet. Most students recognise the permanent and close link with ICTs, although they refuse to be called "digital natives". They identify themselves as "subjects or social agents" (Giddens, 1980: 232). They show little or no participation in virtual forums organized by institutional educational platforms; they choose these spaces when the subject is of interest (and here we specify that learning spaces do not usually associate with those they visit and use) and use the Internet to access social media (Instagram, YouTube, and Facebook, in that order) and messaging services (WhatsApp). Exclusively from smartphones and through free Apps (series, music, and movies).

They enter with 15,000 hours of formal education in their elementary and high school cycles, a reality that has changed in the last five years in a province that maintains a high level of education workers conflict. In this context, we, university professors, find ourselves with students who have participated for one third of their new lives in these training (?) processes. What questions us here is how significant exchanges and learning take place in the non-formal "platformed" spaces, which day by day occupy more space in their daily lives.

Meanwhile at the "college" or university level:

(...) To teach means to adress the qualifier (order, rank, category, or division). On top of that, there is another expression, instead of giving, or dictating, with this meaning: to say something with the necessary or convenient pauses to let someone else write it down. The combination is terrible: to dictate so that the qualifier write, that is the synthesis of teaching (...) (Prieto Castillo, 2011: 185)

In the southern coastal region of Patagonia, students attend daily classes that last between 120 and 180 minutes. And half of that time they pay attention and submit passively to the teacher's monologue, who spends 60 minutes "expressing his knowledge".

Thinking? in silence. Focused? Sitting in the same place, contrasts brutally with multitasking, stimulation, and mental movement – as A. Baricco (2019) says – students experience in their daily *gamified* digital culture lives.

The *knowmad* pedagogy that we are testing is based on an idea of didactics as a process of teaching everything to everyone, at the intersection of theory-practice-context, under the principle of weighing the students' non-formal knowledge they use in those digital spaces, based on other ways of thought. The first integral production and streaming transmission of the Comodoro Rivadavia Book Fair 2016 was developed under those premises: the National Congress of Social Communication Races RedCom 2017, and the Regional University Games 2018. More than 40 hours of live television were produced entirely by first-year students guided by the teaching team. In 2019, we returned to the paths opened in the public audiences of the Public Defender's Office in 2014 at the Provincial High School No. 706 of Río Mayo and N° 716 of Alto Río Senguer, Chubut, to articulate the experiences of students from different levels. The focus of the meetings was on new ways of narrating old age in the region. In 2020, in the context of the pandemic, Open Communication was born. It was a cycle of virtual conversations produced and broadcast live on the YouTube channels of the FHCS and the UNPSJB, made entirely by students and teachers. The result was: 8 events, 28 teachers and guest researchers, 12-degree students, 14 hours of broadcast streaming, and 1,830 views on the premiere.

These young people are nomads who have become *knowmads* of Patagonia, moving between the new media-cognitive ecologies and a homeland that, in the hyperconnected world of COVID-19 does not seem to be so far away. They are *knowmads* because they base their ways of doing things on creative, innovative, and collaborative qualities. They are also emotional,

self-recognized and thoughtful. They are highly inventive and capable of producing ideas that modify environments and create socially constructed meaning: networks whose nodes intersect people and organizations. They are digitally literate and understand how and why digital technologies work while trying to understand the analogue, with which they also coexist. They have problem-solving skills in adverse contexts and also have intuition, which they do not prejudice or despise. They are presently renewing the idea of interactive digital communication built collectively for freedom.

Being a Patagonian *Knowmad* is an agent of knowledge that walks against the wind, flies, knows how to plan when the air requires it, takes risks, dreams, subvert, transgresses, and acts. A Patagonian *knowmad* is the certainty that another communication is possible.

The Introduction to Social Communication Studies module is annually taught and belongs in the first year of college and/or technical degree. It proposes an approach to the field of Social Communication and its multiple languages. It is linked to the Sociology Module in Social Sciences (annual - 1st year) and Written Language (four-monthly - 1st year) Department. All Departments offer the basic notions of each conceptual axis: social communication, the study of social relations, and language as a symbolic human experience.

About the theoretical framework

The university level must be the time and space for critical thinking. And this begins from the very moment a person denatures itself: from the closest everyday events to the most complex and abstract phenomena. The paradigmatic patterns of knowledge production are set in the cognitive structures found in the scientific method. A method that must dialogue with other types of non-dogmatic knowledge. These multiple paths are the ones travelled by knowledge nomads.

Links to know about the experience and productions

Comodoro Rivadavia Book Fair:
https://www.youtube.com/watch?v=UmBqsY1syKQ

Herederos del viento – Estudiantes del Colegio Universitario Patagónico [Heirs of the Wind- Patagonic University School Students]:
https://www.youtube.com/watch?v=ccKvbE2a8D4
https://www.youtube.com/watch?v=6-w8KZiSq0Y

Adultos Mayores y Jóvenes con Derechos [Senior Citizens and Youngsters with Rights]:
https://www.youtube.com/watch?v=kPKoKWRxxzw
https://www.youtube.com/watch?v=tXy5VKDZ3VM
https://www.youtube.com/watch?v=Y_GrrOzV0to
https://www.youtube.com/watch?v=wcIb96B7hUE

Abrir la comunicación [Opening Communication]:
https://www.youtube.com/watch?v=LJdHw9XGdyc&t=5768s

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The Voice of Teenagers

Virginia Giacosa[85] y Virginia Luco [86]

Abstract

This paper is a synthesis of the experience in the production of the The Voice of the Teenagers podcast, carried out by the Ombudsman's Office for Children and Adolescents of the province of Santa Fe. Its goal was producing contents with the participation of girls, boys, and young people, to be broadcasted in the institutional communication channels, and also in public and private media throughout the province.

Keywords: Podcasts; Boys, Girls, and Teenagers; Right to Communication, Pandemic; Media and Information Literacy.

The Ombudsman's Office for Children and Adolescents of the Province of Santa Fe – since its creation on March 8, 2012 – promotes the importance, for a respectful culture on human rights, of participating in the construction of a democratic communication with a focus on children and adolescents. It considers that it is possible to address some of the symbolic dimensions expressed by the Comprehensive Protection Paradigm, such as the imaginaries, representations, and conceptual constructions in speeches involving children and youth.

Thus, by developing in 2013 the Observatory of the Rights of Children and Adolescents of the province, in agreement with UNICEF Argentina, the Media Monitoring and Communication Rights line was shaped.

The Observatory is a programme, a tool for the Ombudsman's work aimed at producing knowledge about the state of the rights of children and adolescents.

The Convention on the Rights of the Child, the National Law No. 26,061 for the Protection of the Rights of Children and Adolescents, the Provincial Law No. 12,967 on Promotion and Protection of the Rights of Children and Adolescents,

85 Bachelor in social communication (National University of Rosario) and journalist (with experience in radio, television, graphics, web). Referent of the Communicational Rights Monitoring Line of the Ombudsman's Office of Santa Fe, from 2013 to the present.

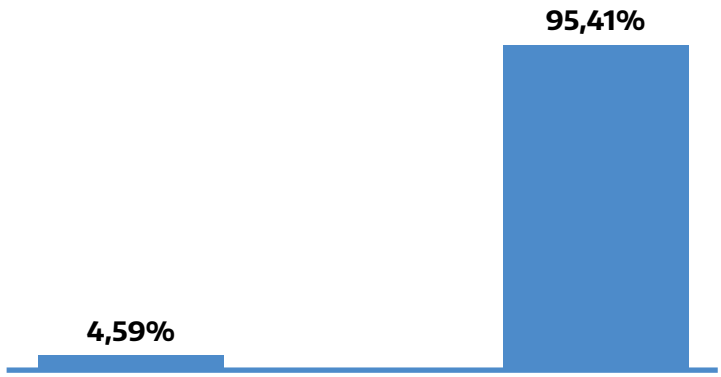
86 Degree in Political Science (National University of Rosario). She has been working on issues related to childhood, youth and gender for several years in different spaces. She has been a member of the Promotion and Monitoring area of the Santa Fe Ombudsman, from 2012 to the present.

and the National Law No. 26,522 of Audiovisual Communication Services, are the regulatory framework that supports the development of Media Monitoring. This legislation aims at leaving behind the old paradigm of the Board of Trustees, where children are considered the "object" of guardianship and, as far as the media is concerned, just taken as the "object" of information.

Through the monitoring and collection of quantitative and qualitative information, this paper aims to find out whether children and adolescents are part of the public agenda and register how the press mentions them. On the other hand, through advocacy and promotion work, it is responsible for designing and deploying strategies and actions to sensitise communicators and journalists in the right approach. Also, it produces content that promotes the participation of children and young people, to be broadcasted in institutional communication channels and in public and private media throughout the province. That is the case of the The Voice of Teenagers podcast, made in co-production with El Plan, a sound content production company led by by Vanina Cánepa and Anabel Barboza.

In the surveys carried out from 2013 to 2020, one of the variables of analysis has been the presence of the voice of children and adolescents in the news as a source of information.

Children's Voice in the News



As has been stated in previous reports of the Monitoring of Communication rights that the Ombudsman's Office has been developing since 2013, the voice of children and adolescents is a constant absence in the news referred

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to them. Their voices are not considered valid sources, even in topics or news that specifically talk about their opinions.

That is why the Podcast was conceived along two lines:

1. As an advocacy action that constitutes the Ombudsman's Office as a source of information and knowledge with a rights-based approach, so that such content can be freely disseminated in the media (public, private, community) and institutional networks.

2. As a channel for the participation and expression of children and young people, so that children and adolescents are named and made visible through their own voices. But also, and above all, to be recognised as a social and political actors, as a social group with rights that, based on their opinions, challenges the State and the society.

The Voice of Adolescents in the Pandemic

Between April and July 2020, a series of podcasts were produced with the participation of teenagers and young people: The Voice of Teenagers in the Pandemic. It was a co-production with El Plan and the podcasts were broadcast by public and cooperative radio stations in the cities of Rosario, Santa Fe, and other towns in the province.

Although teenagers and young people came from of a wide range of backgrounds (rural areas, cities, peripheral neighbourhoods, central neighbourhoods, north, centre, and south of the province), their experiences with COVID-19 were similar. All of them spoke of the sudden and major changes that occurred in their lives. They described their way of coping with the situation, how they felt in this context of crisis, and with whom they considered they felt more confident to face it. The objective was to explore the vision and experiences of adolescents and young people regarding the COVID-19 outbreak, how they experienced the lockdown with their families, how they kept their affective bonds through Internet, how they continued their educational activities, how they experienced the preventive and compulsory social isolation according to their centre of life, what use they made of social media and whether they had access to connectivity. The questions aimed to find out how the province's children and adolescents were going through the so-called quarantine and put their ideas, opinions, thoughts, and emotions on the agenda in such an exceptional situation. The idea was putting together a choral story that would leave a sound record of this time they have to live. A story that makes this population and its problems visible.

Based on a communicational approach that recognises children as bearers of rights, we are committed to ensuring that their voice can not only be a source of relevant information for the media, through privileged listening, but also a tool for the transformation of social and institutional incidence focused on girls, boys, and young people.

The material consisted of **7 episodes** with a duration of between **10/15 minutes**. The broadcast was weekly, and the format included sound material and voices from interviews with teenagers and young people from all over the province as a choral mosaic. They were shared through: Anchor, Spotify, and the Ombudsman's social networks: Twitter, Facebook, and Instagram. There were more than 5,000 reproductions on these platforms.

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TECNOFEM

Flavia Fernández [87]

Abstract

This paper summarizes the central aspects of TECNOFEM, a programme of the Provincial Government of Córdoba: its main goal was to bring teenage girls closer to the online world and encourage them to produce technology so that they abandon the role of users and become creators of the digital ecosystem. The project was carried out by the Secretariat of Equity and Employment Promotion, together with the NGO "Chicas en Tecnología" (Girls into Technology) and the Ombudsman's Office for the Rights of Children and Adolescents of the province, a sponsor of one of the girls' clubs interested in learning about programming.

Keywords: Programming; STEAM; Digital Gender Gap; Skills.

TECNOFEM is a programme of the Provincial Government of Córdoba carried out by the Secretariat for Equity and Employment Promotion together with the NGO Chicas en Tecnología [Girls into Technology], where the provincial Ombudsman's Office for the Rights of Children and Adolescents acted as a sponsor of one of the girls clubs interested in learning about programming.

The activity was carried out by young women from 16 to 18 years old, from the city of Córdoba.

The teenager's club interested in learning about programming – sponsored by the Ombudsman's Office for the Rights of Children and Adolescents –, was attended by a large number of girls in their fifth and sixth years of high school in IPEM, an Institution for Mental Health Prevention from the city of Cordoba.

The adolescents participated in the meetings and twelve of them obtained the status of graduates, by complying with all the required attendance and requested tasks. The meetings took place during the second semester of 2019, with two hours weekly classes.

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87 Adolescents and children's lawyer. Diploma in Educating in Digital Culture. Mediator. Assigned in Private International Law, Faculty of Law - UNC. Member of the Argentine Association of International Law (AADI). Workshop facilitator of the "Digital Protection" programme of the Ombudsman's Office for the Rights of Children and Adolescents of the Province of Córdoba. Trained in OSINT (Open-Source Intelligence - Techniques for the use of Intelligence and Open Sources).

The main objective of TECNOFEM was to bring teenage girls closer to the virtual world and encourage them to produce technology, so that they abandon the role of users and become creators of the digital ecosystem, given that historically women have been falsely perceived as less capable of understanding STEAM areas (Science, Technology, Engineering, and Mathematics). Technology – like so many other things – is gendered, that is, it has always been used more by men than by women.

> Approximately half of the world's population consists of women (World Bank, 2019), but only 48% of them have access to Internet (compared to 58% of men); this digital gap is further exacerbated when a transversal perspective is adopted, for example, gender and race, ethnicity, disability, and age. (OAS, 2019)

This is why the purpose was reducing the digital gender gap. This implies not only women approaching STEAM areas, but also a cultural change regarding the value socially assigned to each gender, as well as public policies promoting equality and raising awareness about the division and redistribution of time and tasks – since the possibility of women's access to Internet is closely related to the social distribution of tasks.

The unequal power relationship between genders, which has historically manifested itself in different spheres (labour, politics, economics, etc.), is reproduced following the same logic, both in physical space and in digital environments.

Gender roles are being constructed through the use of social media, where we can observe that, for example, adolescent girls who want to participate in online games often have to use male pseudonyms to be accepted. That is, to hide their female identity to participate in spaces that should be non-gendered.

We still see the same designs in toy store windows divided between puzzles for children and dolls or kitchen gadgets for girls, which we see reflected on platforms such as YouTube, which reproduces an ancient division of roles. Topics such as body care, makeup, fashion, etc. lead the contents for girls or teenager channels. Matters that are not part of the arguments in the channels of the most well-known male YouTubers. Gender stereotypes are reproduced in the digital world.

As to the development of TECNOFEM, teenage girls were taught to programme Android applications using Google's AppInventor platform,

working with block programming, based on identifying problems in the community to be solved through technology. Thus, girls had to identify social problems and create an application that could provide an answer.

Computers were provided by the school (belonging to the Conectar Igualdad Programme) and the participants used their own mobile phones. The adolescents designed their applications on computers, and then, through a QR code provided by the platform, they could see how their creations would look on their mobile phones.

As a final product, the adolescents jointly elaborated an application to be presented at the closing ceremony of the TECNOFEM Programme. It was called JUNTAS and provides help to women victim of gender violence. It contains a button for direct communication with the helpline, and chat that safeguards identity, as well as advice and information.

The topics covered by the girls in their applications were: learning guides for children, help for blind people, comprehensive sex education, veganism, gender violence, etc.

TECNOFEM not only taught programming but also included other areas of technology, such as robotics and 3D printing. The students from other schools had access to this knowledge.

Links to learn about the experience and/ or its productions

Facebook's Ombudsman's Office for the Rights Children and Adolescents of the Province of Córdoba:
https://www.facebook.com/DefensoriaCba/photos/a.1103496809733953/2459306517486302/

https://www.facebook.com/gobdecordoba/posts/1897790793598151/

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https://chicasentecnologia.org/cordoba-provincia-aliada/

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Young Media Observatory. Reading Media in Times of Infodemic

Andrés Habegger[88], Débora Nakache[89] y Gabriela Rubinovich[90]
Coordinating team of the Media at School Programme

Abstract

This paper is a synthesis of the Young Media Observatory Project: Reading Media in Times of Infodemic, developed by the Media at School programme from the Ministry of Education of the Autonomous City of Buenos Aires. During the first months of the quarantine due to the COVID19 pandemic, the project aimed at providing teachers and students with tools to critically address the information explosion and the infodemic. Numerous public-schools in the city participated in the project.

Keywords: Infodemic; Observatory, School, Media; Media and Information Literacy.

The Young Media Observatory. Reading Media in Times of Infodemic is carried out by the Media Programme at School from the Ministry of Education of the Autonomous City of Buenos Aires. Numerous public-schools in the city participated in this project, and their teachers and students were part of its experiences.

For several years, the Media at School Programme has been implementing the Young Media Observatory, which offers schools a space for exchanging views on media discourse and social media. In 2020, in the context of the pandemic, based on the phenomenon of the infodemic, we set out to provide teachers and students tools to critically approach the informative explosion of the first months of quarantine. That is why we produced a first theoretical-practical booklet that proposed an analytical and reflexive tour through the process of construction of informative speech. Reading Media in Times of Infodemic was the beginning of a series of teacher training actions and the beginning of different work projects at schools.

88 Filmmaker and teacher.

89 Professor and researcher in Educational Psychology.

90 Teacher and researcher in Didactics of Communication.

From the beginning, we set the goal of generating actions that favour the possibility for teachers and students to:

• Recognize the social function of the mass media.

• Share their views of the media products that are oriented to them as recipients or consumers.

• Analyse the construction of reality carried out by different media.

• Identify the characteristics of the groups represented and the use of these stereotypes in the media.

• Develop a critical analysis of media products.

• Carry out media productions based on the proposed axes of analysis.

Starting from the implementation of the observatory, and the production of the booklet, a series of conversations open to the educational community. They aimed at expanding knowledge about the complex variables involved in the construction of discourse information circulating in society. For that purpose, we invited representatives of the Public Defender's Office to know their perspective on the right to communication; specialists in journalism (Dr. Lila Luchessi) to learn more about the process of information construction; and experts in didactics (Dr. Flora Perelman), to reflect on the challenge of teaching and learning about these topics at school. Another way to assisting the institutions was the elaboration of two tutorials, *The sources of information*[91] (a video that explains the sources of information and how to detect fake news) and *From facts to news show*[92] (which explains how media build a news story and how they transform it into a show).

At the same time, we developed support actions for teachers in charge of the job in their (virtual) classrooms and in a district of the city (DE No. 21), located in the southern zone of the city), where a challenging project of articulation between elementary and high schools based on the topics of the booklet.

All these actions followed the proposals of the jurisdictional curricular designs. Although they could be worked in particular clases, such as the Ethics and Citizenship Training, Social Sciences, or Language Arts, we consider they are

91 https://sites.google.com/bue.edu.ar/medios-en-la-escuela/mediosenlaescuela/observatorio-joven-de-medios?authuser=0#h.x03zx1z22mef

92 https://sites.google.com/bue.edu.ar/medios-en-la-escuela/mediosenlaescuela/observatorio-joven-de-medios?authuser=0#h.5iucjitvpx44

transversal proposals. Promoting a critical view of the media, the knowledge of media and artistic languages, and the appropriation of these resources to generate their own discourses are permanent challenges when teaching inside and outside the institutions.

Considering that much of what we know about the world reaches us through media discourse and social media – these are not a "window to the world", but rather build an image of it – , it is essential that schools become involved in the debate about the representations that circulate and challenge children and adolescents in order to promote the formation of lucid, attentive and critical citizens with a critical sense about the representations that are offered to them. Understanding how media represent reality, their techniques, and the ideologies that permeate their representations should be a requirement for all current and future citizens in a democratic society. Mass media are mediators between us and what we could call "reality". Much of our subjectivity and opinions are shaped by the versions of "reality" they show us. Children and adolescents are not exempt from this situation. We consider that school, generating spaces for exchange and collaborative knowledge construction, becomes a central place to equalise access to information, critically appropriate messages, connect them and analyse them.

Links to know the experience and its productions

Media at School Website:
https://sites.google.com/bue.edu.ar/medios-en-la-escuela/mediosenlaescuela

Media at School YouTube Channel:
https://www.youtube.com/c/MediosenlaEscuela/featured

Make it Short Film YouTube Channel:
https://www.youtube.com/channel/UCUxn4zuZSZnUlF04iVgAkzA

Spotify and Anchor Caleidoscopio:
https://open.spotify.com/show/2W3olOVKsBj6edAQRUxMDb?si=rWyzb4cdSUy2RxDHxuBvEQ&dl_branch=1
https://anchor.fm/medios-en-la-escuela

Make it Photo Website:
https://mediosenlaescuela.wixsite.com/hacelofoto

Social Media

Media at School Facebook: Programa Medios en la Escuela

Make it Short Film Facebook: Hacelo Corto
http://www.buenosaires.gob.ar/educacion/estudiantes/hacelocorto

Caleidoscopio Facebook: https://www.facebook.com/Caleidos010/

Media at School Instagram: @mediosenlaescuela

Make it Photo Instagram: @hacelofoto

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Perelman, F., Rubinovich, G.,Nakache, D., Dib, J., Grunfeld, D., Vergini, L., Bertacchini, P. and Utrilla, N. (2021). *Lectura crítica de noticias en tiempos de infodemia. Problematizar y conceptualizar en grupos colaborativos* [Critical News Reading in Times of Infodemic. Problematising and Conceptualising in Collaborative Groups]. In: Saez, V. e Iglesias, A. (2021) (comp.). Educación de la Mirada II: debates y experiencias sobre la educación en medios, comunicación y tecnologías digitales en la escuela argentina post pandemia. Ciudad Autónoma de Buenos Aires: Universidad de Buenos Aires. Facultad de Ciencias Sociales. Publicaciones. E-Book. pp. 92-120.

Smile Again (Volver a sonreír) Group. CIUNSA Research Project Type BN° 2538: "Empowering Devices in the Context of Liberty Deprivation. Trans Women in Salta. (2018– 2020)"

Ramón Burgos [93], Yamila Gómez Lujan [94], María Guadalupe Macedo [95], Deborah Sabrina Mendoza [96], Fernanda Carolina Vaca Carrió [97]

Abstract

This paper is a synthesis of the experience Smile Again (Volver a sonreír), a project developed at the Degree in Communication Sciences at the College of Humanities of the National University of Salta, which consists in a magazine produced by freedom-deprived women from the Provincial Prison Unit No. 4, in the city of Salta. The general objective is to promote the production of the magazine *Volver a Sonreír* as an exercise of right to communication and collective participation.

Keywords: Right to Communication; Gender, Confinement Context; Access; Media and Information Literacy.

The main objective of the Smile Again Project is the management of a magazine by freedom-deprived women in Provincial Prison Unit No. 4 in the city of Salta. It involves two teachers, three graduates, and five students in communication sciences of the School of Humanities of the National University of Salta (UNSa), in addition to 50 women deprived of their liberty and 100 relatives of the detainees.

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94 Student of the Degree in Communication Sciences. Member of the Smile Again Collective.

95 Technician in community media management (UNQ). Degree in Communication Sciences (Unsa). Professor at the School of Humanities of the National University of Salta. Member of the UNSa Lockdown Context Commission. Member of the Smile Again Collective.

96 Professor of Educational Sciences (UNSa); Diploma in Pedagogical Interventions in the Context of Lockdown (UNSAM); Master's student in Popular Adult Education (UNLu). Member of the Smile Again Collective.

97 Specialist in Comprehensive Sex Education and its didactics. University professor in Philosophy. Member of the Women's Commission of the National University of Salta. Member of the Smile Again Collective.

The workshop proposal is the graphic media edition: the community magazine *Volver a Sonreír*, produced by freedom-deprived women within Provincial Prison Unit No. 4. Understanding edition as planning based on political positioning and design ideas to concretise them in the social sphere, media management will allow the vindication of human rights in a specific social context, in a social organization mediated by social actors: women deprived of their liberty. The media has social (stigmatisation of women who produce content), economic, symbolic (appearance of voices hidden by society), political, and sociocultural elements. Therefore, its management must be comprehensive, transdisciplinary, and participatory.

To put the workshops into practice, we consider that women deprived of their liberty are bearers of rights and producers of culture. The objective is the participation of women in workshops for empowerment and strengthening bonds in response to the logic of prison, which generates isolation and loneliness. The workshops with women must respect their comprehensive role, where they are the ones who propose what and how to do it, and where they are the main protagonists of the activities. This places the workshop leaders in the second place, who fulfil only the role of facilitators of tools (especially in a confinement context, where women cannot access artistic, communicational, or educational productions).

The general objective is to edit the magazine Volver a Sonreír (Smile Again) as an exercise of the right to communication and collective participation. Specific objectives include: A) Creation of a women's editorial group. B) To promote spaces for communication/education in the production of the magazine.

The workshop proposes a process of communication/education. This proposal by Jorge Huergo offers to research the cultural framework and the recognition of the other within the plot of "the us". It means finding and reconstructing meanings, utopias, and culture of each one of the individuals, a dynamic and changing process (Huergo, 1997). Bearing in mind that the context of deprivation of liberty in which we work leads to isolation, individualization, and violence, a methodology that takes grouping as a basis is used. Trust, word, and sharing around respect are encouraged (Sennett, 2003), through a Participatory Action Research[98] (IAP; Sírvent and Rigai, 2012).

98 Methodology that attempts to understand a social problem, favouring and seeking a change in existing conditions through the participatory process of the social actors involved.

Popular communication processes are planned with women in contexts of liberty deprivation around the reading of various literary and journalistic texts to be included in the magazine. The intervention brought to light the cultural and artistic management in border spaces (Prison Unit No. 4). We intend to generate a space for collective creation with active participation, promoting the exchange of knowledge and the construction of bonds with a horizontal, dialogical, and critical methodology. Based on collective construction, the workshop promotes creativity, participation, and the perspective of human rights. It knows, and recognises the needs of the group, and respect their subjectivities. The aim will be seeking to develop a meeting space based on grouping, where meeting implies establishing bonds, where the other must be understood, known, respected, and accepted. This space not only means the possibility of having a physical space but also mixes up the groups, modifying the subjectivity of the members.

Prison, from its inception, has been designed for men. Women who commit crimes are seen as a social abnormality since they escape the imposed social and gender canons. In prison units, "re" policies (reintegration, re-education, rehabilitation) (Carballeda, 2006) are processes of social segregation since they can only be accessed by those who behave in accordance with the prison system. These activities are designed from a traditional gender structuring: they are a punishment space (Laitano and Nieto, 2017, CELS, 2011) to re-educate bodies (Chávez, 2004) according to the logic of the capitalist, patriarchal and heteronormative world. A clear example: within women's workshops we can find knitting, cotillion, and crochet within elementary and high school education (Macedo, 2018). They train women in a social stereotype (Preciado, 2011; Vera Palomar, 2004): to stay at home, take care of the housework and perform manual activities according to their sex, justified by the maternal-domestic ideal so that they become the best housewives when they go outside (Lorenzo, 2016; Nari, 1995). Consequently, educational policies (Romero, 2013) in women's prisons are based on this ideal (Gutierrez, 2013).

Historically, the violation of rights in prisons exists, but it is deepened according to the sex-gender division (Pérez and Gardinetti, 2011). Female prisoners of black, indigenous and slave descent are invisible in Argentine historiography (Gil Lozano, Pita, and Ini, 2000). They experience situations of violence due to their feminine condition (Carlen, 1998): they are captive

and subjugated because they have been deprived of autonomy due to their position of inferiority within the patriarchal system (Lagarde, 2005) well before entering prison (Llaryora, 2016).

Women currently in the penitentiary institution studied belong to middle and lower social classes, most of them high school dropouts and four of them illiterate. They worked in domestic jobs, prostitution, or as waitresses but did not have regular jobs. Most of them suffered gender violence by a family member or by members of the police force and did not have acess public policies before imprisonment (Macedo, 2018). Throughout history, access to education, work, and ICTs have been restricted by prison policies, leaving aside current legislation. They only access to certain policies (Romero, Rodríguez, and Salazar Acosta, 2019) if they respond to the gender parameters expected by the patriarchal system: we detected this situation during our transit through the prison institution, but we are unaware of related research and its development over time.

Link to know about the experience and its productions

https://www.facebook.com/Volver-a-sonre%C3%ADr-1974002126240134

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School Radio as a Way to Democratize Contents

María Gabriela Giambroni Orbe [99]

Abstract

This paper summarises the experience of training teachers and assisting them in the production of radio micro-broadcasts in daily transmissions in a local station with the school community in Chascomús, Province of Buenos Aires. This project of pedagogical continuity was carried out within the Social, Preventive, and Mandatory Isolation due to the COVID-19 pandemic by the Regional Territorial Team in the Information and Communication Technologies (ICT) area of the General Directorate of Culture and Education (DGCyE, by its acronym in Spanish). As a first objective, it was proposed to deepen the use of technologies to establish links interrupted by the lack of digital media and access to networks in a situation of school distancing arranged by the authorities.

Keywords: Pandemic; Online Education; Connectivity; Radio; Media and Information Literacy.

The radio, as the democratic voice of each of the actors in a school community, makes it possible to express, transmit, and communicate, thus guaranteeing an accessible path that allows to receive in another dimension what we want to teach.

I have been working for eleven years at an Information and Research Center of Chascomús, province of Buenos Aires, as a member of the Regional Territorial Team in the area of Information and Communication Technologies (ICT), of the General Directorate of Culture and Education (GDC&E).

In March 2020, when the Mandatory Social Preventive Distance (DISPO, by its Spanish acronym) teaching system was established, we felt the need to assist the rural and urban schools in the district, since many students and families

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suffered from lack of connectivity and mobile devices. The training was first offered to teachers. Secondly, advice was provided on the production of radio micros daily broadcasted on a local radio station, to achieve pedagogical continuity with the school community.

The actors involved in the project supported the actions from the start. These are: the inspectors of the jurisdiction, authorities, teachers, assistants from each of the participating schools, and students and their families, were part in one way or another of the preparation and collaboration of each micro radio.

22 elementary educational facilities (urban and rural), 2 Minimum Enrollment Rural Kindergartens (JIRIM, by its Spanish acronym), a Physical Education Centre, and a Complementary Education Centre participated in the event.

More than 300 students participated in the project, plus their families and the general audience of the radio that broadcasted the programmes daily: AM 1520 Radio Chascomús. We estimate a significant audience impact since the radio spectrum is heard from La Plata to the Ayacucho area (with a coverage of approximately 200 km.).

We also had the collaboration of teachers from all areas, municipal authorities, historians, librarians, local artists, journalists, etc.

The objectives of the project were:

• Bringing pedagogical content closer to students who do not have access to the Internet or have poor or no connectivity.

• Establishing long-distance bonds with the school community, forced by the emergency.

• Putting students and the school environment in direct contact with the neighbourhood, the area, and society.

• Developing information search methods handling various sources, written and oral. (The use of online resources).

• Appealing to the multidisciplinary and collaborative task between teachers of educational establishments.

• Sharing the radio micro broadcasts with the community.

• Using collective storage spaces (drive, social media, etc).

• Using other broadcast platforms.

This project carried out between May and December 2020 was initially aimed to deepening the use of technologies to establish the bonds interrupted by the lack of digital media and the access to Internet in the situation of school distancing ordered by the authorities.

We think of radio as a concept and linking tool. We had to learn how to use sound editing programmes (Audacity). Therefore, we had to train the participants to guarantee the production of the radial micros.

The areas of concern we worked on followed the curricular designs and core learning priorities (PLN, by its Spanish acronym):

Anniversaries, Sexual Education, characters from local history, communities and migratory currents, health care, aesthetics, the role of women, children's rights, Buenos Aires games, poetry and singing, horticulture, national symbols, public authorities, etc.

What was the challenge? Our most urgent goal was to plan a pedagogical meeting at distance, mediated by technology – in this case through the radio – between the voices of teachers and those of boys and girls.

Taking care of this bond is very important for our institutions in any situation, and especially in all these circumstances. We needed messages to reach our urban and rural communities and to arrive – as far as possible – with a stable frequency. So we chose a 15-minute daily radio format.

The emergency context required a closer look, perhaps because, at that time, school was presented in our daily life differently: it was no longer a place, but a time that enabled us to establish certain links and certain forms of relationship with knowledge. A time that needs to be found and built and, in the words of many teachers, fathers, mothers, and students, seems to have no limits and to be much longer and more intense than class time.

On the other hand, continuous training highlights assistance and support actions, just as this project was conceived. It also assumes the great challenge teachers face when assuming changes in their role: developing skills to guide, advise and create spaces and opportunities so that students can articulate their learning with the challenges posed by cultural and digital scenarios (Lion, 2020).

When evaluating the impact that this teaching strategy had – this is how all the architects of the project considered it –, we found these words in an exercise of collaborative opinion:

Word cloud: community, technology, productive, evaluating, innovation, collaborative, continuity, participation, citizen training, satisfaction, socialization, connection, learning, communication, collaborative, meaningful, secure, active, team, voices, radio, wake up, solidarity, positive, nurturing, empathy, awakening, dynamics, challenge, district, relevant, bridge, institution, motivating, pedagogical, original, share, resignification, interesting, training, team spirit, interesting.

The way of working, due to the isolation of the population, was a WhatsApp group and a schedule in Google Drive document to systematise information of the radio micros files, where the tasks were kept. The micro were broadcasted on 1520 AM signal, La Voz Regional.

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With Voice in the Air and Feet on the Ground. Notes on "Making Radio" at school

Diego Bogarin [100]

Abstract

This text seeks to be a contribution to some of the challenges presented by teaching how to "make radio"[101] in a formal education establishment. In other words, it intends to recover some ideas on the teaching task after a series of activities that culminated in the recording of radio material produced with the ideas and voices of young students from a town located in the south of the province of Misiones.

Keywords: Communication; School; Radio; Media Agenda; Media and Information Literacy.

The Context

During April and May 2021, at the San Agustín Institute in the town of Apóstoles, we developed[102] a learning space on radio language with eight 5th-year high school students, from the Orientation in Communication, between 17 and 18 years old. In eight Multimedia Production and Communications Transformation classes, notions, concepts, and experiences on radio communication were exchanged. The result was the recording of a 5-minute podcast-type informative micro.

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101 "Making radio" is an idiom refered to participating in different tasks of radio content production. For example, a person that speaks or reads the news during a programme can say "he does radio", in the same way as someone who selects songs for an FM station. In other words, "doing radio" encompasses different tasks aimed at creating radio content.

102 To facilitate the journey, I will use the first person singular when referring to observations that I make as the author of the text and the teacher in charge of the activity, and the first person plural for situations that involve us with the group of students.

The activity was getting young people to understand through a series of activities of the different curricular contents – such as the characteristics of radio language – the differences between the broadcasting system and the on-demand mode of access to content, and disputes around the "media agenda" (Aruguete, 2015). These topics were featured and discussed in two 80 minutes weekly in which we worked with dictations and printed materials each student synthesised in a portfolio.

At this point, I noticed that when introducing the topics they did not shared anecdotes or pose questions. So after finding out whether they had ever listened to a radio programme, I was able to recognise the subjectivities I was working with. Their sound memories (Lutowicz, 2012) were associated with individual experiences of listening to digital music platforms and videos circulating on social media. They had fragmented memories, more or less homogeneous, of products elaborated and targeted by algorithms for the youth segment: content for young people, not always made by young people. According to their comments, they listened to what websites proposed and what others listened to. The "radio universe" seemed distant to them.

For this reason, two challenges were added to the initial objectives of the activity: to develop skills to identify relevant topics and concerns for their peers, prepare and carry out interviews, write scripts and edit audio using specific software; develop experiences of collective listening, and promote collaborative workspaces with responsibilities according to interests. I will add a paragraph and then I will make some comments towards the end of the text.

The Production

To encourage students to listen to live local radio programmes, I chose to bring a portable analogue radio into the classroom. The act of walking through the corridors with the radio equipment aroused comments of all kinds, from teachers and adult staff who recalled having operated similar equipment in their childhood to adolescents who asked if that device still worked. We dedicate two 80-minute classes to listening to programmes of various characteristics: musical, informative, religious, and commercial, with live hosting and recorded interventions.

In the first meeting, the proposal was listening to the radios we tunned by "sweeping" the dial without additional instructions. We stopped for a few minutes on each frequency we picked up, and the group had to listen to what was going on on that station. Thus, I observed that regardless of the type

of programme we listened to, their attention did not last more than two minutes: whether it was the music they asked to listen to, prayers broadcast by church radios, or commercial breaks. Likewise, with reminders that the job was listening, the time passing switched their attention to their phones or to reviewing files of other subjects, which required a new intervention as a teacher: although we can hear physiologically without having to reflect on it, we must construct listening, and that construction, I stressed, requires perseverance and facing new sensations, even if they include listening to something we do not like[103].

In the second meeting, the activity of "listening to the radio" was complemented with the identification of the elements of the radio language we had worked with in previous weeks. Not without insistence, that allowed us a for greater participation dynamic.

The next four lessons were devoted to creating a canned news programme in a podcast format. For this, we talked with the group about their topics of interest. They decided to work on the closing evaluations corresponding to the previous year since several students were in pending subjects. Next, they distributed tasks to structure the programme: search for information, define profiles to interview, and write the guiding questions for the conversations. Between the second and third meetings, they recorded the conversations, and listened the "raw" audios to identify the main points of the answers. The fourth meeting took place in the computer room, to download the files and edit them in the specific software.

We agreed to leave the final result 5 minutes long since we considered that was the maximum time to circulate it via the WhatsApp school groups to invite teachers and students from other courses to listen to it. There were different responses within the group: in some cases, they recognised the merit of the students who produced the podcast and pointed out how innovative and usefull can radio be as a teaching resource. But talking later with colleagues, nobody suspected – they were even surprised - that eighty-minute lessons were used to produce those 5 minutes of audio: that is, 640 minutes (more than 10 hours) of work.

103 Faced with the "on demand" model that proposes to fill the times by choosing what we want from what the algorithms think we like, the FM broadcasting system proposes (or can propose) accepting foreign times, different rhythms, different voices, diverse positions.

The Final Notes

Listening to and producing radio content is an experience that the school could provide, not without tensions, not without difficulties. The proposal implies an unconventional use of school times and spaces. Young people who seek to interview peers or teachers circulates in the corridors. After all, the working moments are not faithfully recorded class folders or notebooks. At last, the report cards ask for numerical notes for this type of "assignment."

It would be interesting to think of formal school journeys in which experiences different from those proposed by everyday life, outside of school, can spread out. As Wolton (2007) poses: rather than duplicate the outside world to teach young people how to use online networks well, it would be more relevant for schools to "introduce them to another discursive, cognitive, symbolic space that makes a difference with the real world. The school should choose alterity rather than mimicry, [so that] the memories we have of it are linked to discovery and alterity (p. 299)."

The contemporary perceptual experience, as Ingold (2008) already suggested, seems to relegate listening and other ways of human relationship with the environment, prioritising sight as the centre of the sensory network[104]. At the same time, it seems more and more common to associate the idea that "doing nothing" when listening as if listening to the radio was "just listening".

This may be why, although at the beginning of the production process the slogan was to listen to the radio from their desks, lean back on the chairs, lie on the table, or however they could feel more comfortable, it was not possible to keep their attention on the sounds that came out of the radio for more than a handful of seconds[105].

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104 Ingold (2008) will say that "perception is not an 'inside-the-head' operation, executed on the raw material of sensations, more it occurs in circuits than it crosses the borders between brain, body and world."

105 It remains to be explored how much the "formats" of the platforms that compress audiovisual content into brief random interventions (states, reels, fleets) have to do with the "formatting" of attention. "Time disintegrates into a mere succession of occasional presents", Byung-Chul Han suggests in an interview in the Spanish newspaper El Mundo in 2019. The full interview can be found at: https://www.elmundo.es/papel/lideres/2019/02/12/5c61612721efa007428b45b0.html

With different decisions and didactic strategies, radio creation, at least during part of the school period, makes it possible to recognise and articulate indispensable knowledge for interaction with other social actors, and to develop skills for collective work. In addition, it provides experiences that it would be difficult to develop otherwise, in contexts of adult-centric media and audiovisual daily life.

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Critical Reading of Media News in School Contexts

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Abstract

This paper summarizes the main characteristics of the research carried out with students and teachers from elementary schools in the Autonomous City of Buenos Aires. The study aims to explore, on one hand, the students' universes of meaning in their consumer habits and the way they interprete media messages. On the other, to analyse, design, and test teaching situations that stimulate didactic conditions and teaching interventions that make possible the progress to a more critical interpretation and participation in the media world.

Keywords: Reading; Criticism; News; School; Media and Information Literacy.

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Project description

The research aims, in the school environment: 1) to explore the practices, conceptualizations, and representations of students[113] involved in the critical reading of media news; and 2) to analyse, design, and test teaching situations that allow to understand didactic conditions and teaching interventions that make possible the progressive advance towards a more critical interpretation and participation in the media world.

It is evident that an in-depth study of the teaching and learning processes about how information is produced, circulated, and received in the current communication ecosystem constitutes a fundamental goal in encouraging critical and participatory citizenship. As emphasised in curricular designs and academic discourses, media analysys at school is essential. Students can have full access to communication rights and advance in understanding how media affect them, how they are part of their view of the world, and of the ways of elaborating and sharing meanings so that they can expand their possibilities of action and transformation of reality.

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113 Only for the purpose of facilitating reading we have chosen the generic use of the masculine in the Spanish version of this document. We know that the forms of language are not neutral, so we make it clear that we recognise the existence of different gender identities

In objective 1, to introduce ourselves to the students' universes of meaning (their consumer habits and their way of interpreting media messages), we used various methodological instruments: a) surveys of 100 children from 5th to 7th grade on daily practices with the news and their assessment of the media they access to get information (What media would you recommend for someone to be informed and why? Which ones you would not recommend and why?) b) the production of graphics with the slogan "Draw how you think the news is produced" corresponding to 215 students from 3rd to 7th grades of elementary school in situations in which they exchanged about the meaning of their productions; and c) the reading of contrasting newscasts in 6 focus groups, with 40 6th grade students from different social sectors, with the slogan "We are going to watch these newscasts together and then we are going to talk about what we saw" where an attempt was made to stop the informative machine and facilitate a time for shared interpretation.

The results obtained in the first objective showed that the majority of the population evaluated thinks that newspapers are the most reliable media (even though very few read them) and television news ("live images do not lie"), while social media are considered unreliable (even though they frequently are used to obtain information). The analysis of the graphs detected a progression in conceptualizations: those with a more naive perspective conceive the news as a mirror of the facts without mediation (the news is a window to the world). On the other hand the most advanced notice the mediation of journalists, considered as individual actors debating between the truth (interpreted as a faithful reflection of reality) and the lie (thought as deliberate distortion), but the idea of perspective or point of view of an editorial line still does not appear (Perelman, Nakache and Estévez, 2013; Perelman, et al., 2015). Focus groups allowed the advancement of the hypotheses through a clinical exchange that led to going back over and over again to the news casts, to the lines as raw material for anchoring the arguments, examples, and justifications raised by the students (Perelman et al., 2016; Perelman et al., 2017).

In objective 2, referring to didactic research, a cooperative methodology (Sensevy and Bloor, 2019) involving the joint work of teachers and researchers who share problems related to the practice of teaching in an attempt to overcome dualisms was adopted; bouncing from theory to practice and providing and interrogating for reasons. In the first stage, in 2018, a collaborative group with 6th and 7th-form teachers from four schools in the Autonomous City of Buenos Aires was established to build and

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test teaching sequences. The analysis allowed outlining a didactic condition that had to be taken into account: the need of focusing on reading keys that remain invisible and lead to critical interpretation. Likewise, the need for a teacher training path that involves construction process in cooperation with researchers became evident (Perelman et al., 2019; Nakache et al., 2019; Perelman et al., 2020).

In 2020, in the context of the pandemic, the research group decided to invite specialists in Communication, Language and Literature, Education, Psychology, Philosophy, all level teachers: six biweekly virtual meetings to share the epistemic responsibility of thinking how to generate a critical reading of media in the school context. To do this, content and teaching proposals were retrieved from a document from the Media at School Programme (GCBA): *Reading media in times of infodemic* (2020) following the reading keys presented by the Public Defender's Office (2020), and destined to promote an analytical approach of students to the invasion of information in all media and supports. The methodological proposal was to carry out a double conceptualization (Lerner, Stella, and Torres, 2009) for problematizing the reading practices of the participants (as news users), recreating the didactic conditions revealed in a previous research, and advancing on the conceptualization of the media construction process. The second moment led to a planning circuit of this type of situation in elementary classrooms, high school education, and in teacher training for the school year 2021 (Perelman et al., 2021). In the course of this formative work, one of the participating teachers, Germán Freiberg, decided to take up some of the situations raised to develop a sequence of critical reading of news in virtual meetings with a group of 6th and 7th-grade students, in collaboration with other teachers in the school[114].

The theoretical-epistemological framework of the research is that of in context and relational constructivism (Castorina, 2014). From this perspective, subjects develop conceptualisations within the practices in which they participate, based on the media they interact with. The appropriation of cultural objects implies an interactive process in which social meanings are redefined. Regarding our problem, in reading news in the classroom, not only the network of meanings and social representations with which students interpret news

114 See his presentation in this publication.

messages play a fundamental role, but also the hypotheses that the teachers acquired in their school history and their own approach to the media. Likewise, we know that the knowledge that circulates in the classes acquires particular meanings depending on school forms, school culture, and the history of the teaching of the news (the instituted didactic habits). Regarding the challenge of critical reading, we return to the four central dimensions proposed by David Buckingham (2020) for media education: production, language, representation, and audience.

The project is linked to curricular content in the 2nd cycle of Elementary School (CABA): Subject Ethics and Citizenship: Problematize current practices of citizenship and promote a critical analysis for the creative and responsible participation of students, both in the problems of the nearby community and global concerns.

Subject Language Practices: discuss relevant news with others. Take into account the different voices quoted. Question yourself about the journalist's opinion and take a stand on it. Monitor and self-monitor the interpretation of the text.

Projects Publication's Quotes on the web: https://drive.google.com/file/d/1bk45ecE4mBvoPW_z1J3JmbAfV1hcE_1L/view?usp=sharing

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Verónica Piovani. Executive director of the National Institute for Teacher Training (INFOD). Researcher and university professor. Undersecretary of Educational Management and Quality of the Ministry of Education of the Nation, former dean of the School of Pedagogy of the Metropolitan University for Education and Work (UMET).

Experiences, Examples and MIL Cases in Argentina (in alphabetical order):

Andrés Habegger. Filmmaker and teacher. He studied Communication Sciences at UBA and Film Direction at the CERC-INCAA (today called ENERC, by its Spanish acronym). He was in charge of the Documentary Cinema area of the Cinema Museum of the City of Buenos Aires. He was part of the Committee for the Evaluation of Documentary Projects of the National Institute of Cinema and Audiovisual Arts (INCAA, by its Spanish acronym), of Argentina, and president of the Association of Directors and Producers of Independent Documentary Film of Argentina (ADN). He directed audiovisuals for UPA (Audiovisual Production Unit of the National Ministry of Education).

Aylén Alba. Graduate and professor in Social Communication (FPyCS-UNLP). Assigned assistant of the Collaborative Strategies Workshop with Virtual Social Networks and other Online Assistants. Collaborator in the Communication and Education Research Processes and Practices (FPyCS UNLP) and in the Communication, Media, Education and Discourse Research Laboratory Research Unit (COMEDI/FPyCS-UNLP).

Claudia Burgos. Professor of Educational Sciences and executive director of Natural Intelligence (UNLP). Specialist in Local Government (National University of Quilmes, UNQ) and PhD in Educational Sciences at the UNcuyo (National University of Cuyo).

Daniel Carceglia. He graduated in Social Communication, specialised in Human Rights Education, professor at UNQ, and director of Natural Intelligence contents. He coordinated the Popular Education and Labor Training Programne (UNQ) and the Municipal Literacy Campaign for Youth and Adults in the City of Berazategui (Buenos Aires, Argentina). He was also academic coordinator of the Universidad Plurinacional de la Patria Grande, a

consortium of universities, institutions, and movements linked to education throughout Latin America and the Caribbean.

Déborah Nakache. Ph.D. in Psychology UBA. Regular assistant professor in charge of Educational Psychology module I and Master's Degree in Educational Psychology. Director of Research Projects (UBACyT). She coordinates since 2001 the Media at School Programme of the Ministry of Education of the City of Buenos Aires and has been organising for 20 years "Hacelo Corto", a Festival of short films produced by children and young people.

Deborah Sabrina Mendoza. Professor in Educational Sciences (National University of Salta, UNSa); Diploma in Pedagogical Interventions in the Context of Confinement (UNSAM); Master's student in Popular Adult Education (National University of Luján, UNLu). Member of the "Volver a Sonreír" [Smile Again] group.

Diana Grunfeld. Teacher. Degree in Educational Sciences (UBA), Master in Writing and Literacy (UNLP). Member of the team of specialists in Language Practices of the Curriculum Operations Management and the School of Teachers of the City of Buenos Aires. Teacher at the Diploma of Teaching Language Practices in Elementary School. She participated in the writing of the Curriculum Design for Kinder and Elementary Education and various curricular documents of the City of Buenos Aires.

Diego Bogarin. Bachelor in Social Communication, CONICET doctoral fellow at the Institute of Social and Human Studies of the School of Humanities and Social Studies – National University of Misiones (UNaM). He studies dynamics of participation in school radio stations in Misiones, as part of his training in the Doctorate in Communication at UNLP.

Exequiel Alonso. PhD in Communication, UNLP; degree in Social Communication, Universidad Nacional del Centro de la Provincia de Buenos Aires; doctoral fellow, CONICET- UNICEN (Universidad Nacional del Centro de la Provincia de Buenos Aires). He works at the Media, Citizenship and Democracy Observatory (ECCO-UNICEN). He researches the uses and appropriations of digital technologies by journalists from the central region of the province of Buenos Aires. Professor in the Workshop II: Methodology of Research in Communication, of the Bachelor of Social Communication of UNICEN. He develops educational projects with the inclusion of Transmedia Narratives in high schools.

Fernanda Carolina Vaca Carrió. Specialist in Comprehensive Sex Education and its didactics. University professor in Philosophy. Member of the Women's Commission of the National University of Salta. Member of the "Volver a Sonreír" [Smile Again] group.

Fernanda Romina Gómez. Graduate in Social Communication; Diploma in Politics, Communication and Culture, with specialisations in social studies with mention in Curriculum and School Practices, and specialisation in university teaching. Professor (JTP) at the National University of La Rioja (ULNAR) and full professor at the Teacher Training Institute.

Flavia Fernández. Lawyer for children and adolescents. Diploma in Educating in Digital Culture. Mediator. Assigned in Private International Law, School of Law - National University of Córdoba (UNC). Member of the Argentine Association of International Law (AADI). Workshop presenter of the Digital Protection programme of the Ombudsman's Office for the Rights of Children and Adolescents of the Province of Córdoba. Trained in OSINT (Open Source Intelligence - Techniques for Intelligence and Open Sources).

Flora Perelman. Teacher, educational psychologist, doctor in Psychology (UBA), specialist in Writing and Literacy (UNLP). She researches reading and writing in study contexts and citizen training in print and digital media. Professor of undergraduate and postgraduate courses at various universities. She participated in the elementary school curriculum design for the province of Buenos Aires and the City of Buenos Aires.

Gabriela Rubinovich. Graduate in Communication Sciences (UBA). Elementary School Teacher. Coordinator since 1999 of the Media Programme at School, of the Ministry of Education, Government of the City of Buenos Aires (GCBA). She organizes since 2002 the Hacelo Corto [Make it Short Film] Festival. She participated in the Curriculum Design of high schools oriented to Communication and in the Elementary Language Arts Area of the GCBA. Head of Regular Assignments of Didactics of Communication and Residence Practices, of the School of Social Studies, UBA. Regular teacher of Theory of Media and Culture, in Editing University (UBA). She participated in research projects on topics related to communication and education.

Germán Freiberg. Elementary School teacher at School No. 22 of 13.

Horacio Avendaño. Bachelor in Social Communication (San Juan Bosco National University of Patagonia, UNPSJB), Master in Interactive Digital

Communication (UNR), professor responsible for the degree in Communication and Sociology, Researcher in CyT-FHCS-UNPSJB, postgraduate professor in Educational Innovation - ICTs and responsible for audiovisual content in Unimedia Patagonia – CEPA – UNPSJB.

Jerónimo Galán. Bachelor in Social Communication (UNLP). Natural Intelligence Director of Communications. Specialist in Public Policies (FLACSO). Digital Communication and ICT Consultant. Teacher.

Jimena Dib. Graduate and professor of Literature, specialist in Reading and Writing Processes (UBA/UNESCO). Doctoral student in Education (UNTREF-UNLA-UNSAM). Teacher in initial and postgraduate teacher training. Author of didactic materials and curricular proposals on the teaching of reading and writing.

Julieta Cane. Graduate and professor in Social Communication (FPyCS-UNLP). Assistant of the Collaborative Work Strategies Workshop with Virtual Social Networks and other Online Assistants. She did research on young people and the search for information and responsible digital citizenship.

Laura De La Torre. Bachelor in Social Communication (UNPSJB), teacher responsible for Written Language, academic coordinator at FHCS-UNPSJB, JTP in Social Communication Studies FHCS, adviser in Education ISFD No. 802 (Ministry of Education of the province of Chubut), national broadcaster ISER (Argentina) and teacher of Audiovisual Language for Older Adults.

Leila Moreno Castro. Degree in Social Communication with postgraduate training in Education and Social Studies. She is university professor (University of La Rioja - UNLaR, and Córdoba - UNdeC) and directs extension and research projects. Her works addresses educational and cultural processes, youth and technological appropriation.

Luis Sujatovich. PhD Professor in Social Communication, teacher at the UNQ and director of Natural Intelligence Education. Specialised in Education and New Technologies, including the use of the Gamification. Professor at public and private universities in Argentina, he also taught at UTEL, the number one online university in Mexico.

María Agustina Sabich. Master in Communication and Culture (UBA), graduate and teacher in Communication Sciences (UBA), diploma in Childhood, Education and Pedagogy (FLACSO, Argentina) and graduate of the Programme in Rights of Children and Adolescents (UNICEF). Teacher and researcher at the Communication Sciences Department (UBA).

Mariana Ferrarelli. Degree in Communication Sciences (UBA), Master in Scientific Research Methodology (UNLa) and undergraduate and postgraduate teacher. Techno-pedagogical consultant in different institutions where she designs transmedia projects. She teaches teacher training courses at the University of San Andrés, Isalud and other national universities.

María Gabriela Giambroni Orbe. Graduate in Public Relations and trainer of trainers dependent on the General Directorate of Culture and Communication of the province of Buenos Aires. Director of Initial and Continuous Training since 2011. She currently teaches teacher training courses, workshops, and athenaeums and performs activities as a virtual tutor on issues of Digital Culture and SE. She is the coordinator of Educational Scientific and Technological Activities. She has worked as a director of high schools for youth and adults, urban and rural, and as a professor of Media and Psychology.

María Guadalupe Macedo. Community media management technician (UNQ). Degree in Communication Sciences (UNSa). Professor at the School of Humanities of the National University of Salta. Member of the Commission in the Context of Confinement (UNSa). Member of the "Volver a Sonreír" [Smile Again] group.

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Nora Evelyn Santos. Graduate in Education, specialisation in Socio Educational Policies and Programmes (INFOD). Provincial referent of the Radio and School Media Programme – DOAITE, Subdirectorate of Socio-educational Policies.

Pamela Vestfrid. Graduate and professor in Social Communication (FPyCS, UNLP). Specialist in Education and ICT, from the National Ministry of Education (2015). Graduated from the Educating in Digital Culture Diploma (National University of Villa María, UNVM). Teacher - researcher at the FPyCS (UNLP). Professor at Higher Institutes of Teaching and Technical Training in La Plata.

Patricio Román Bertacchini. Master in Educational Psychology, graduate and professor in Psychology (School of Psychology, UBA). He has worked as a supporting researcher in various UBACyT projects on reading websites and

critical reading of media news in children. He is a first level assistant in the Chair I of Psychology and Genetic Epistemology of the Psychology University (UBA) and a teacher in institutes of higher education in the City of Buenos Aires and the Province of Buenos Aires.

Ramón Burgos. Degree in Social Communication (National University of Jujuy, UNJu) and PhD in Communication (UNJu). Professor and researcher at the School of Humanities, UNSa and School of Humanities and Social Studies, National University of Jujuy. Member of the Institute of Communication, Politics and Society (INCO POS-UNSa). Member of the "Volver a Sonreír" [Smile Again] group.

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Yamila Gómez Luján. Student of Communication Sciences. Member of the "Volver a Sonreír" [Smile Again] group, a project developed by the Bachelor's Degree in Communication Sciences of the School of Humanities (UNSa). The Degree consists of managing a magazine produced by women deprived from their liberty from the Provincial Prison Unit No. 4 of Salta capital.

What is Media and Information Literacy (MIL) and how to use it to foster citizenship during the pandemic and afterwards, to fight disinformation? This book answers this question based on the papers of the First Digital Literacy and Citizenship Conference in Times of Disinformation and Pandemic, held by UNESCO and the Public Defender's Office in Argentina. It may be of interest to educators, researchers, students, governments, entrepreneurs, startups, journalists, communicators, influencers, artists, and ordinary citizens. The Public Defender's Office conducted a research involving teachers that revealed that 93% use digital devices in the classroom; 83% need knowledge about media and technology; and more than 70% state that their students can only partially identify fake news. This text presents these and other topics, such as the need to increase the research's budget, teacher training, the urgency to work with the new digital technology companies. It also discusses, MIL as an autonomous field, the institutionalization of MIL policies, the need for assessment criteria, and the need to work with all diversities and transcend cultural barriers imposed by gender, age, 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 change your word!