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## SUMARIO / SUMMARY / RESUMO

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- Editorial ..... 96
  
- La realidad contraataca: activando el cambio social a través de las nuevas formas de la verdad ..... 98  
Reality strikes back: performing social change through the new forms of truth  
*Iván Sánchez-López; Arnau Gifreu-Castells. Red Alfamed, España / Universidad Autónoma de Barcelona, España*
  
- Competencia digital docente en Educación Primaria: Una revisión sistemática de la literatura ..... 119  
Teacher's digital competence in primary education: a systematic review of literature  
*Raquel Bonilla del Río. Universitat de les Illes Balears, España*
  
- Activismo en la red: ¿cuánto pueden las #hashtags? ..... 142  
Digital activism: how much can a #hashtag?  
*Manuela Bonfim Magalhaes Conceição. Universidad Europea del Atlántico, Brasil.*
  
- El potencial de la película El niño que domó el viento para enseñar el concepto de competencia ..... 159  
Analysis of the film "The boy who tamed the wind" as a pedagogical resource to teach the concept of competence  
*Cristiane Bevilaqua Mota, Maria Alzira de Almeida Pimenta, Aléxia Roche, Maria Ogécia Drigo. Universidad de Sorocaba, Brasil*
  
- La urgencia de la educación mediática en la era de la desinformación: un estudio de caso en la periferia de São Paulo ..... 172  
The urgency of media education in the Age of disinformation: A case study in the periphery of São Paulo  
*Clayton Ferreira dos Santos Scarcella. Universidad Europea del Atlántico, Brasil.*

## Editorial

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Communication, in its many forms, continues to play an essential role in shaping our social, cultural and political realities. As access to information becomes more diversified and audiences become more fragmented, new possibilities for reflection and analysis of communication processes are opening up. This issue of *MLS Communication Journal* offers a series of research that explores the intersection between media, education and social movements by addressing how new digital dynamics and the demands of contemporary society redefine the way we communicate and understand the world.

The first article, "Reality Strikes Back: Performing Social Change Through the New Forms of Truth," developed by Iván Sánchez-López (Red Alfamed) and Arnau Gifreu-Castells (Autonomous University of Barcelona, Spain), examines how emerging forms of media narratives, such as interactive documentaries or experiences in social networks, are reconfiguring the relationship of citizens with reality. Through an analysis of innovative projects, it shows how these formats seek a new way to involve the viewer in relevant issues such as climate change and sexual diversity, offering a critical response to the saturation of information in the digital age.

The second article, "Teacher's Digital Competence in Primary Education: A Systematic Review of Literature", carried out by Raquel Bonilla del Río (Universitat de les Illes Balears, Spain), performs an exhaustive analysis of the current state of digital competence in primary school teachers. Through a systematic review of previous studies, it highlights the need to integrate these competencies in teacher training in order to adequately respond to contemporary educational challenges, taking into account the impact of the pandemic and emerging technologies.

In "Digital Activism: How Much Can a #Hashtag?", Manuela Bonfim Magalhaes Conceição (European University of the Atlantic, Brazil) analyzes the power of social networks, specifically hashtags, in digital activism, with an emphasis on the feminist movement. Through a literature review, we analyze how these tools have become a powerful strategy for social mobilization, giving voice to causes of great relevance and allowing a significant change in the dynamics of protest and visibility of women's rights.

The fourth article, entitled "The potential of the film *The Boy Who Tamed the Wind* to teach the concept of competence", developed by Cristiane Bevilaqua Mota, Maria Alzira de Almeida Pimenta, Aléxia Roche and Maria Ogécia Drigo (University of Sorocaba, Brazil) addresses film analysis as an educational tool to explore the concept of competence. Through the telling of a story, the article discusses how audiovisual resources can help students understand and apply the knowledge, skills and values needed to face social and personal challenges.

Finally, "The Urgency of Media Education in the Age of Disinformation: A Case Study in the Periphery of São Paulo", developed by Clayton Ferreira dos Santos Scarcella (European University of the Atlantic, Brazil), addresses a research on the need to include media education in training programs for young people and adults in peripheral contexts. Based on a case study in Itaim Paulista, it identifies the urgent need to develop critical competencies to confront disinformation and build an active and responsible digital citizenship.

This issue is presented as an invitation to reflect on communication and education in an environment overloaded with information. The papers presented

analyze how new media, digital narratives and activism can play a fundamental role in the construction of a more critical, informed and empowered citizenry to generate significant transformations.

Dra. Mónica Bonilla del Río  
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