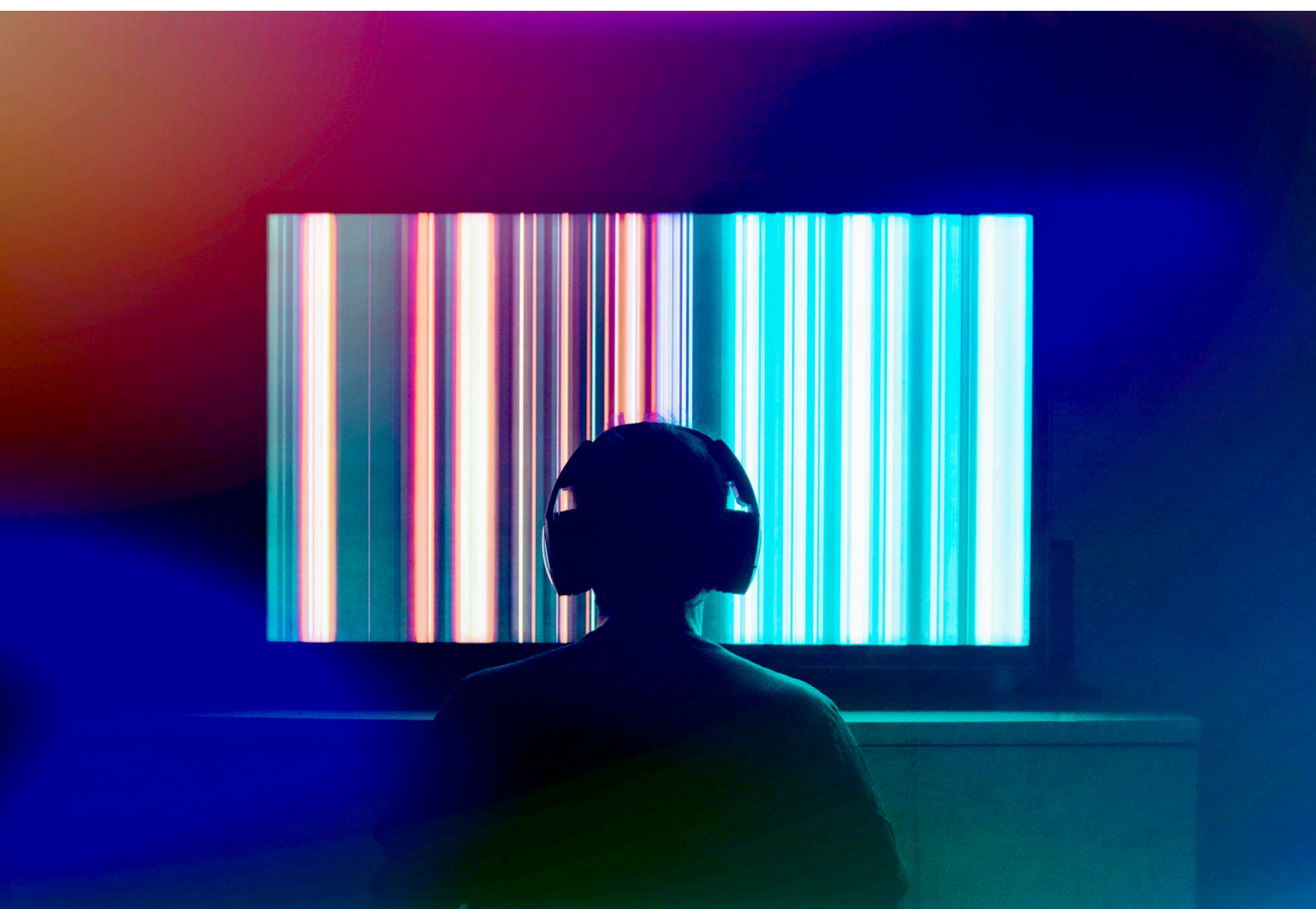




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Editorial

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
Editora Jefe / Editor in chief / Editora Chefe

**REALITY STRIKES BACK: PERFORMING SOCIAL CHANGE THROUGH
THE NEW FORMS OF TRUTH
LA REALIDAD CONTRAATAACA: ACTIVANDO EL CAMBIO SOCIAL A TRAVÉS DE LAS
NUEVAS FORMAS DE LA VERDAD**

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ABSTRACT

Keywords:

Communication, digital media, new formats, social change, non-fiction.

The concept of reality is in crisis. To be more precise, the mediation of reality is in crisis due to issues such as fake news, the emotional dissemination of content that appears to be informative, posturing on social media, the virtualization of experiences, and synthetically generated content. In parallel, new formats, heirs of non-fiction, have emerged in recent years to account for a different relationship with the real. Beyond journalism, there are creative non-fiction narratives, interactives, 360° documentaries, VR documentaries, and documentaries through Instagram Stories. The aim of this research is to delve into the characteristics of these new formats and their relationship with the real through Multimodal Discourse Analysis. The sample includes six avant-garde projects that address topics such as climate change, sexism, cultural repression, suicide, sexual diversity, and identity. It is concluded that most of the analyzed projects present a symbiosis of form and content to enhance their messages. The strongest link to the real lies in the revelation and elevation of the authorial voice. These forms are committed, purposeful, and combative in representing reality, but somewhat conservative in the performativity for change that opens up in the connected digital context.

RESUMEN

Palabras clave:

comunicación, medios digitales, nuevos formatos, cambio social, no ficción.

El concepto de realidad está en crisis. Para ser más precisos: la mediación de la realidad está en crisis por cuestiones como las *Fake News*, la difusión emocional de contenidos con apariencia informativa, el *postureo* en las redes sociales, virtualización de las experiencias y los contenidos generados sintéticamente. En paralelo, nuevos formatos, herederos de la no ficción, han surgido en los últimos años para dar cuenta de una relación diferente con lo real. Más allá del periodismo, se encuentran narrativas creativas de no ficción, interactivos, documental 360°, documental VR, o documentales a través de Instagram *Stories*. El objetivo de esta investigación es profundizar en las características de estos nuevos

formatos y su relación con lo real a través del Análisis Multimodal del Discurso. La muestra incluye 6 proyectos vanguardistas que abordan temas como el cambio climático, el sexismo, la represión cultural, el suicidio, la diversidad sexual y la identidad. Se concluye que la mayoría de los proyectos analizados presentan una simbiosis de forma y contenido para potenciar sus mensajes. El vínculo más fuerte con lo real reside en la revelación y elevación de la voz autoral. Estas formas son comprometidas, propositivas y beligerantes en la representación de la realidad, pero algo conservadoras en la performatividad para el cambio que se abre en el contexto digital conectado

Introduction

Fake, live, believe

The crisis of truth

Social networks and their derivative effects show today how it is sometimes complex to discern between what is real and what is not. There are certain projects and movements that go in this direction, making present the device that distorts reality. For example, the project 'Instagram vs reality' shows us two very different faces of reality: the modified one and the real one, without filters. Those two layers are minimally distinguishable still, but we wonder what will happen when that layer overlaps with more perfection and becomes indistinguishable from reality? At some point in the near future, we may lose our ability to distinguish fact from fiction, no matter how many forensic tools we can devise. Thus, we face an immense challenge regarding the propagation of truth and its concept of representation. If we go one step beyond social networks and get into incipient generative AI, we begin to observe how society gives it a 'truth' value that even today's science does not possess, and that conditions the field of reality and questions its 'factual' value.

"There is no worse mistake than to take the real for the real", states Baudrillard (1993). And he adds: "And it is the media that teach us never again to take the real for the real" (1993). The argumentative belligerence shown by the French philosopher responds to a concrete context, with an innovative 90's *hyperrealism* of the television image introducing distant wars, told by Westerners, in Western homes. Baudrillard declares the death of the referent in which the radical value of the sign is denied. With the loss of analog processing, the continuous representation of physical signals disappears. The materiality of content is transformed. The media and social systems themselves are transformed (Sánchez-López, 2021). In this new contemporary wave, the status of "the real" is threatened by a series of multipolar situations/actions, such as:

- Faking (the facts)
- Sharing (personal beliefs)
- Posing/showing off (the daily)
- Virtualizing (the existence)
- Synthesizing (the truth)

The 5 vectors of contemporary simulacrum

The concern about the dissemination of false information is recurrent in academic research, rather than a novel phenomenon (Finneman and Thomas, 2018). There is a long history of hoaxes designed and disseminated by media actors. The journalistic profession is nevertheless presented as an epistemic authority as a guarantor of truth (Carlson, 2017). The introduction of social networks and websites in the information flow has propelled an increase in the consumption of news through these channels (Gottfried and Shearer, 2016), eroding the journalistic role as a verifying mediator. This is coupled with self-interested uses that 'fabricate and disseminate information with the intention of misleading and confusing the population' (McGonagle, 2017). This leads to a 'new wave of fake news that has different levels of factuality and intent' (Tandoc et al., 2018).

In the new media landscape, content and news are not only broadcasted and received, they are also shared. And in this action of sharing, there are two key factors: personal beliefs and emotions. According to Lewandowsky et al. (2012), people share information that evokes an emotional response, regardless of whether it is true or not. In Vosoughi et al. (2018), it is found that fake news spread faster and more.

Furthermore, the democratization of media uses causes an increase in the dimensions of reality that can be narrated. Under the cover of social media, and following a prosumer logic (Aparici and García-Marín, 2018), personal and social media exposure reaches new quotas. One of the underlying currents is digital posing (Livingston et al., 2020), which can generate a dissociation between idealized exposed events (and bodies) and the everyday reality.

With gradual digitalization, virtualization extends into personal and social environments, with a projection towards surrealism in which the physical and virtual worlds eventually merge, representing 'the final stage of the coexistence of physical-virtual reality' (Lee et al., 2021). A projection that predetermines the existence of a new type of sign devoid of referent, a sign-referent, with an autonomous spatial-temporal existence. In addition to the effects of virtualization, the phenomenology of truth is altered by the generative capacity of AI. As Bucknall and Dori-Hacohen states: "AI-powered synthetic media – including, but not limited to, deep fakes – pose an entirely new level of challenge that society has yet to fully reckon with" (Bucknall and Dori-Hacohen, 2022). AI is capable of generating synthetic reality. And it can adjust it to the forms of truth: "erroneous references, content, and statements, may be intertwined with correct information, and presented in a persuasive and confident manner, making their identification difficult without close inspection and effortful fact-checking" (Bubeck et al., 2023).

Social networks and their derivative effects show today how it is sometimes complex to discern between what is real and what is not. There are certain projects and movements that go in this direction, making present the device that distorts reality. For example, the project 'Instagram vs reality' shows us two very different faces of reality: the modified one and the real one, without filters. Those two layers are minimally distinguishable still, but we wonder what will happen when that layer overlaps with more perfection and becomes indistinguishable from reality? At some point in the near future, we may lose our ability to distinguish fact from fiction, no matter how many forensic tools we can devise. Thus, we face an immense challenge regarding the propagation of truth and its concept of representation. If we go one step beyond social networks and get into incipient generative AI, we begin to observe how society gives it a 'truth' value that even today's science does not possess, and that conditions the field of reality and questions its 'factual' value.

The real as mediated representation

This crisis of reality that is currently occurring and will be accentuated in the near future has its origin in the concept of reality and its mechanisms of representing it, that is, of generating the nexus with the indexical footprint. The relationship between these two dimensions has been widely discussed by semioticians and structuralists. Peirce (1974) himself suggests that reality can only be known through the sign, because it is already semiotized. In addition to the journalistic tradition, there is another media modality that has been persistently concerned about its link with reality: the documentary genre. It is a complex, elusive relationship. With a certain consensus around a macro categorization that presents itself as an opposition: nonfiction. "A negative category that designates a terra incognita, the extensive unmapped zone between conventional documentary, fiction and experimental", explains Weinrichter (2004).

One of the major concerns of documentary discourse and in general the genres and formats of narrative nonfiction has been the relationship between what it represents and what is represented, understanding that we are referring to discourses of reality and sobriety in relation to the representation of the world. The indexical trace or index in

nonfiction narrative establishes the direct relationship between the representation (what is being represented) and the real object (that which is represented). On an indexical level, we refer to the image of a person, a place, or an event, for example. One of the major concerns is how to detect and differentiate the 'indexical trace' and its associated veracity and documentary evidence (Plantinga, 1997). Documentary veracity is essential to maintain the integrity of the documentary genre and for the public to trust the information. Documentary evidence is the visual and auditory evidence that supports and sustains the claims and representations made in the documentary (images, archive, interviews, data and statistics).

According to Genette, "the event (history) in the communicative act, for the speaker and for the listener, is always reborn in the form of discourse. Discourse creates reality, orders and organizes the experience of the event" (1966). Furthermore, the biotechnological evolution between orality and digitality has taken place. Media modalities have proliferated. Each new form implies a re-telling, or a trans-telling. Access to reality is not neutral, and mediations add layers of form and content. Nichols elaborates on the idea of representation of reality, stressing that the power of documentary lies in its ability to make timeless issues seem like burning issues to us. "We see images of the world and what they put before us are social issues and cultural values, current problems and their possible solutions, situations and specific ways of representing them" (1997). A link that is not neutral. The documentary is the record of a particular gaze, of an authorial vision. With a direct implication. And in this discourse, "the style bears witness not only to a vision or perspective on the world, but also to the ethical quality of this perspective and the argumentation behind it" (1997). Within this framework, the objective of this research is to analyze and characterize new contemporary formats that pursue the narration of reality, delving into the relationship established between these forms of telling and social change.

Numerous studies have approached the social transformations brought about by the advent of social media and the Internet (Firth et al., 2024; Evans-Zepeda, 2020). There are also various attempts to catalog new formats for addressing reality, especially in journalism (Das & Upadhyay, 2024; Pérez-Seijo & Silva-Rodríguez, 2024) and documentaries (Borjan, 2020). However, specific work integrating formats that address reality and their link to social transformation is practically nonexistent.

Methodology

To achieve this objective, the selected methodological approach has been the technique of ADM (Multimodal Discourse Analysis (MDA). This paradigm extends the study of language in its combination with other resources such as images, music or sound. O'Halloran (2011) specifies that it deals with "the theory and analysis of the semiotic resources and semantic expansions that take place as, in multimodal phenomena, different semiotic options are combined". Also, the inter-semiotic options. The basic model used is the one employed by Pauwels (2012) for the analysis of cultural expressions, but adapted and focused on the objective of this research. For data extraction and categorization, the Atlas.TI tool has been used, which facilitates the processing of information in qualitative research.

The ADM will be built upon Grounded Theory along with the CCM (Constant Comparative Method). Grounded Theory is a data analysis methodology that uses a set of systematically applied methods to generate an inductive theory about a substantive area (Glaser, 1992). Through the CCM, inductive categorization and simultaneous comparison

of units of meaning are conducted (Glaser and Strauss, 1967). Following an initial review and general annotation, patterns were traced, and categories were identified using Atlas.TI software. In a second review, main categories of significant convergence across projects were established, allowing the generation of a common analytical framework. In a third iteration, peculiarities of each work were sought for this convergent framework. In the final version of the analysis, these categories were labeled as "Mise en Scène Keys", "Aesthetics Keys", "Discourse Keys", and "Link to reality".

For the selection of the sample, non-probabilistic sampling was introduced. Specifically, what Corbetta (2007) calls 'subjective sampling by reasoned decision', in which the sample units are chosen according to their characteristics. A list of 50 projects was drawn up and screened (<https://acortar.link/O329Es>) according to the main criterion determined by the objective:

- A. New multimodal formats that narrate reality.

And a series of conditioning factors to offer a plural perspective in the display:

- B. Authorial diversity.
- C. Thematic plurality.
- D. Productions from different territories and socio-economic realities.
- E. Variety in media modalities.

After filtering the 50 initial projects, the final sample consisted of the representation showed in Table 1:

Table 1
Projects filtered for the application of MDA

Title	Author	Selection criteria (Form and content)
<i>Homestay</i>	Paisley Smith, 2018	Creative non-fiction narrative that uses a 3D video game engine to reflect on cultural codes and suicide. A, B, C, D, E.
<i>Cómo el machismo marcó nuestra adolescencia</i>	Juan Manuel Cuéllar, Paloma Torrecillas, 2023	Interactive web project that shows explicit sexist content from the media according to the user's year of birth. A, B, C, D, E.
<i>Fogo Na Floresta</i>	Tadeu Jungle, 2017	360º documentary video about the indigenous population of the Waurá and their issues with fire and deforestation. A, B, C, D, E.
<i>Reeducated</i>	Sam Wolson, 2021	VR animated documentary about China's re-education camps in the Xinjiang region. A, B, C, D, E.
<i>Otherly</i>	Mirusha Yogarajah, Em Yue, Jess Murwin, Tristan Angieri, Grace An, Joanne Lam, Jackie! Zhou, 2021	Short documentaries in Instagram stories format that delve into identity and social issues, with love, inclusion and loss at the core. A, B, C, D, E.
<i>Do not track</i>	Brett Gaylor, 2015	Interactive web documentary series that analyzes the phenomenon of tracking based on the personal use of the Internet by the receiver and voices of experts. A, B, C, D, E.

Results

To facilitate the reading of the results of the MDA, a series of summary files have been elaborated. These summarize the information obtained, categorized according to the different fields related to the objective.

Homestay

Homestay constitutes a multifaceted experiment that leverages state-of-the-art VR technology to advance the domain of interactive narratives within an audiovisual framework. The meticulously designed paper-craft world symbolically represents the garden visited by the narrator, Paisley Smith, during a period of mourning for the loss of a friend and "family member." This representation underscores the inadequacy of cultural symbols in encapsulating the full complexity of individuals. The data file shown in Table 2 summarizes the findings following the implementation of Multimodal Discourse Analysis.

Figure 1

Excerpts from "Homestay" project (for research purposes only). All rights reserved to the owners (Paisley Smith/NFB Canadá)

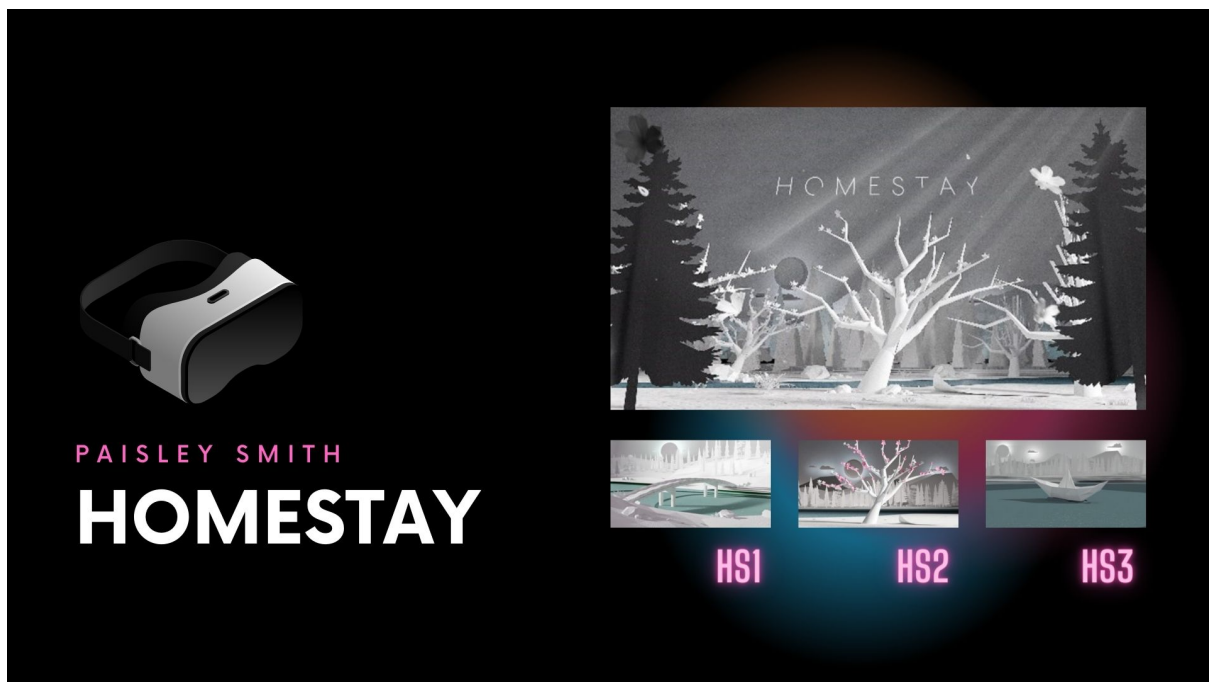


Table 2
Summary of MDA applied to the "Homestay" Project

Link	https://www.nfb.ca/interactive/homestay/
Creators	Paisley Smith
Producer	NFB Canada
Platforms	HTC Vive and Oculus Rift
Format	Creative non-fiction narrative
Year	2018
MISE EN SCÈNE KEYS	<ul style="list-style-type: none"> * Immersive subjective shot. * Interaction with the environment makes the oral discourse to advance. * Internal movement inside the frame + movement of the frame. * User sometimes loses control of events.
AESTHETICS KEYS	<ul style="list-style-type: none"> * Japanese garden (Nitobe Memorial Garden (HS1). * Paper-craft, Origami style (HS3). * Music: minimalist. * Subjective voice, emotional adequacy. * Effects: <ul style="list-style-type: none"> • Expressive use for interactions. • Expressive recreation of sounds of the reel.
DISCOURSE KEYS	<ul style="list-style-type: none"> * Aesthetic symbolism appeals to the loss that runs through the story. Also, to the incomprehension between cultural codes (HS2). * Ambience and reactions to interactions recreate emotional states and connect with deep reflections. * Interaction (or the impossibility of interaction) tells something.
LINK TO REALITY	<ul style="list-style-type: none"> * Tragic event as a point of connection with the emotional and deep. * Respect for the event. * Non-fiction is used as a memorial space.

Cómo el machismo marcó nuestra adolescencia (How Sexism Shaped Our Adolescence)

Media have been and are a window to the world. During our adolescence, TV, radio, magazines (and now, the Internet) gave us a glimpse of adult life as we discovered who we were. However, many of the messages we received were not innocent: they tried to create a model of woman into which we had to fit. "Cómo el machismo marcó nuestra adolescencia" is an interactive project where each user, after entering his/her year of birth, can relive the cultural impacts that marked him/her. In Table 3, the key filtered data derived from the analysis is presented.

Figure 2

Excerpts from “Cómo el machismo marcó nuestra adolescencia” project (for research purposes only). All rights reserved to the owners (J.M. Cuéllar y Paloma Torrecillas/RTVE Lab)



Table 3

Summary of MDA applied to the “Cómo el machismo marcó nuestra adolescencia” Project

Link	https://lab.rtve.es/8m-machismo-adolescencia/
Creators	Juan Manuel Cuéllar Paloma Torrecillas
Producer	RTVE Lab
Platforms	Web
Format	Interactive
Year	2023
MISE EN SCÈNE KEYS	<ul style="list-style-type: none"> * Static homepage with interaction. * Scroll down with text driven story. * Archive content inserted as multimodal elements (MA2). * Constant movement through animation
AESTHETICS KEYS	<ul style="list-style-type: none"> * Recognizable design: typography, color, graphic elements. Identity. * Purple Text and grids. * Patterns and graphic elements vary by content block. Design evokes the era (MA3). * Combination of cropped stock photography with hand drawing (digital collage). * GIFication of the proposal. * Language points, denounces, evidences, demands.
DISCOURSE KEYS	<ul style="list-style-type: none"> * Archive directed from an incisive, scathing and formative textual script that evidence sexism and its temporal and multipolar extension. * Starting point: interaction based on a personal trait (date of birth). (MA1). * Aesthetics of photography + collage connects with the historical uses of this technique associated with activism/social demands. * A new discourse is elaborated from the connection and contextualization of multimodal archival elements.
LINK TO REALITY	<ul style="list-style-type: none"> * Archive material: multimodal media content contextualized and recontextualized from the present. * Documentary value of the archive materials. * Appeal to a shared reality between creators and users based on their common media consumption. * New significance of the contemporary reality from: <ul style="list-style-type: none"> - The awareness of the incidence through the memory with an emotional character (adolescence). - The directed and intentional historical perspective.

Fogo Na Floresta

The film, made with indigenous people, is composed of 360-degree scenes that take the viewer inside the daily life of the indigenous community and presents a threat that hovers over the Waurá and all the peoples of the Amazon: uncontrolled fire. Managed for millennia by the indigenous people in the opening of their subsistence plots, fire now advances over the forests in an uncontrolled way, due to the deforestation of the surroundings of the Xingu and to climate change. The data file about this project is compiled in Table 4.

Figure 3

Excerpts from “Fogo na floresta” project (for research purposes only). All rights reserved to the owners (Tadeu Jungle/ISA, Academia de Filmes)



Table 4

Summary of MDA applied to the “Fogo na Floresta” Project

Link	https://apps.apple.com/us/app/fire-in-the-forest/id1230093632?ls=1
Creators	Tadeu Jungle
Producer	ISA and Academia de Filmes
Platforms	Appstore, google play, Youtube
Format	360° Documentary short film
Year	2017
MISE EN SCÈNE KEYS	<ul style="list-style-type: none"> * The camera moves to the territory, emphasizing actions and events that the director considers relevant (FF2). * The 360° offers amplitude to the view of the space. Although only in certain shots is used its expressive potential, as in the one in which the components of the community surround the device (FF1). * The voice-over directs the discourse over the visual story or the voices of the community.
AESTHETICS KEYS	<ul style="list-style-type: none"> * A subjective shot is not recreated: there are unusual points of view, such as a counterplane at ground level. * Possible control of the viewer's angle of vision within each sequence. * The ellipses are maintained, but the out-of-frame is transformed. * There is a desire to reinforce the evocative condition of the territory and traditions, glimpsing a certain aesthetic tension confronted with everyday life.
DISCOURSE KEYS	<ul style="list-style-type: none"> * Empathy is positioned on the villagers and their territory in the face of the threat of fire due to deforestation and climate change. * The message is reinforced by a voice from outside the community in a scripted speech.
LINK TO REALITY	<ul style="list-style-type: none"> * The real territory penetrates the digitized images (FF3). * The direct sound testifies to a past presentiality, recorded and reproduced. * The combination of both offers a testimonial value. * The purpose of the discourse, which is based on a real event (the threat of fire), directs the actions on the film.

Reeducated

This virtual-reality documentary immerses spectators into the confines of one of Xinjiang's "reeducation" camps, providing a guided narrative based on the reminiscences of three individuals—Erbaqyt Otarbai, Orynбек Koksebek, and Amanzhan Seituly—who shared imprisonment at a facility in Tacheng. Over recent years, governmental authorities have systematically transformed Xinjiang, the largest region in China, into a highly sophisticated police state, ranking among the most advanced globally. Data highlights are represented in Table 5.

Figure 4

Excerpts from "Reeducated" project (for research purposes only). All rights reserved to the owners (Sam Wolson/The New Yorker).

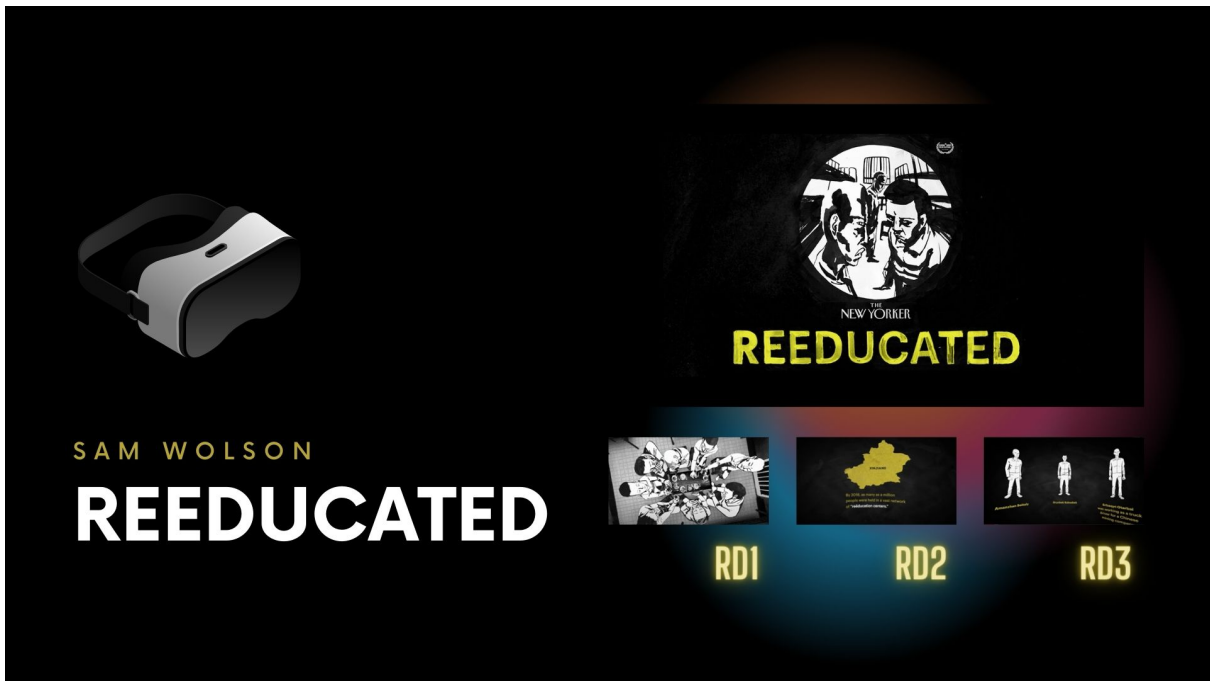


Table 5
Summary of MDA applied to the “Reeducated” Project

Link	https://www.newyorker.com/news/video-dept/reeducated-film-xinjiang-prisoners-china-virtual-reality
Creators	Sam Wolson
Producer	The New Yorker
Platforms	Oculus, Carboard Viewer, Phone or Tablet, Computer
Format	VR documentary
Year	2021
MISE EN SCÈNE KEYS	<p>* The immersion places the viewer in a Chinese "re-education center", but the telepresence is not from a subjective plane; the experience is shared from a certain privileged position, with a sensorial participation and a possible intervention through the manipulation of the camera movement.</p> <p>360° "camera" positioning to emphasize the dramatic and expressive value of the story (RD1).</p> <p>* The narrative events provoke the movement of the user's privileged gaze (and interaction).</p>
AESTHETICS KEYS	<p>* Use of drawing and animation for the reproduction of an experience and the aestheticization of an emotional state.</p> <p>* Visual identity, black and white drawing and image, yellow letters and extradiegetic graphics (RD2).</p> <p>* Recreation of visual and sound ambience with a strong expressive value and creative licenses in the sequential composition to reproduce a story and an emotional state endorsed in the oral testimony.</p>
DISCOURSE KEYS	<p>* The voices of the testimonies are the driving force of the discourse on the experiences lived in a "re-education center" in Xinjiang.</p> <p>* An experience lived in the past is retold to inform about a present situation.</p> <p>It is told in an integrated way: the emotional component envelops the informative narrative.</p>
LINK TO REALITY	<p>* The voice of the memory of a real experience has a testimonial value.</p> <p>* The video of the bodies of the people (protagonists) in their new inhabited spaces connect with a non-re-created story.</p> <p>* The creative licenses grant a value of dramatized presence to the memory (RD3).</p> <p>* The aestheticized documented recreation acquires a value of truth - dependent on the validity of the sources.</p>

Otherly

Debuting on Instagram Stories, *Otherly* represents a collection of seven concise documentaries exploring the quest for identity in the 21st century. Employing universal themes such as love, inclusion, and loss as narrative entry points, these seven creators have produced films that are simultaneously timeless yet inherently ephemeral due to their form. Tailored for Instagram users, the *Otherly* project amplifies perspectives from a cohort of underrepresented creators, specifically focusing on women, non-binary, and genderqueer identifying individuals. Main analyzed data is exposed in Table 6.

Figure 5

Excerpts from "Otherly" project (for research purposes only). All rights reserved to the owners (Mirusha Yogarajah, Em Yue, Jess Murwin, Tristan Angieri, Grace An, Joanne Lam, Jackie Zhou/NFB and POV Spark)

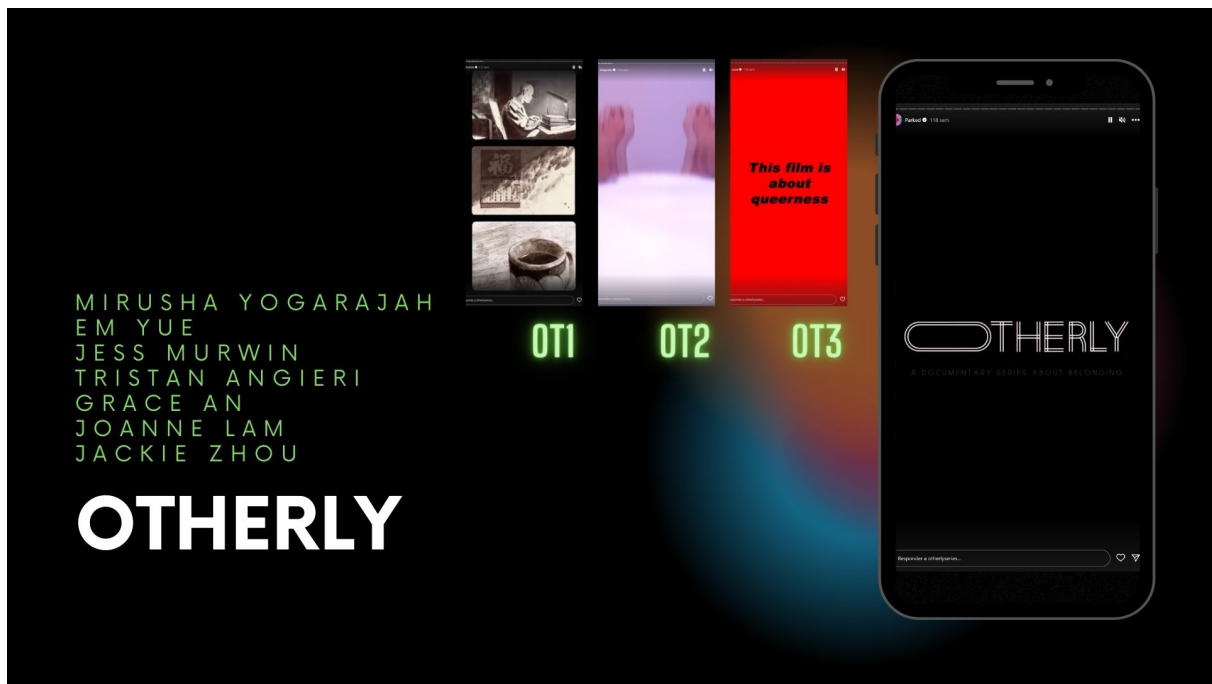


Table 6
Summary of MDA applied to the “Otherly” Project

Link	https://www.instagram.com/otherlyseries/
Creators	Parked: Seeking Refuge in Our Cars by Mirusha Yogarajah Elaine Is Almost by Em Yue Love Is the First Sacred Lesson by Jess Murwin Integrate.Me by Tristan Angieri Papier Accordéon by Grace An A Portrait of Tracy by Joanne Lam FaceTime by Jackie Zhou
Producer	National Film Board of Canada and POV Spark.
Platforms	Instagram stories
Format	Short documentaries
Year	2021
MISE EN SCÈNE KEYS	* Multiple. * Evidences the authorial vision in a collective project. * Shared styles: highlights the personal voice (off, interview), aestheticism of the composition, portrait in image or metaphorical, strong presence of the self.
AESTHETICS KEYS	* Multiple. * The diffusion platform conditions the verticality and the cut between stories (OT2). * The real image, the testimony of the self, is combined with the expressive (poetic) representation of uprooting and the search for identity (OT1). * The image (video and animation) tends to be suggestive and connotative, rather than explicit and denotative.
DISCOURSE KEYS	* Love, otherness, identity search, inclusion and loss are the main subjects. * It loses its theoretical ephemeral idiosyncrasy when preserved. * Different formulas are used to reveal deep, personal truths. * The expression of otherness seems to function as a cathartic element in the search for identity.
LINK TO REALITY	* Authorial truth: commitment and care with the representation of the self (OT3), of what is loved and what is feared. * Authenticity arises from the expression of the intimate, the personal and the profound. * There is an emotional respect for the issues being addressed. * Self-expression as truth: honesty.

Do not Track

This documentary series delves into the mechanisms of data collection and utilization pertaining to individuals. Biweekly, personalized episodes were unveiled, each dedicated to investigating distinct facets of the contemporary web as an evolving landscape where actions, expressions, and identities are progressively documented and monitored. Table 7 highlights the main results of the analysis.

Figure 6

Excerpts from “Do not Track” project (for research purposes only). All rights reserved to the owners (Brett Gaylor/Upian, Arte, NFB Canadá, Bayerischer Rundfunk with the participation of Radio-Canada, RTS, and AJ+).

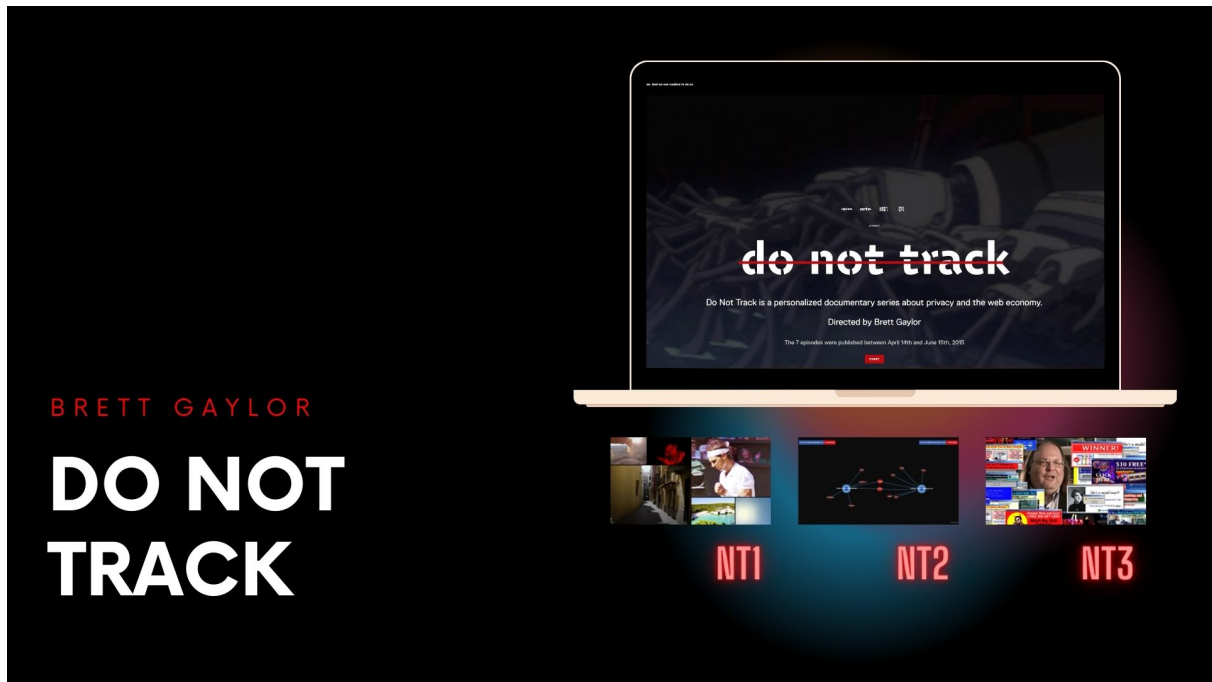


Table 7
Summary of MDA applied to the “Do Not Track” Project

Link	https://donottrack-doc.com/en/intro/
Creators	Brett Gaylor
Producers	National Film Board of Canada, Upian, Arte and Bayerischer Rundfunk with the participation of Radio-Canada, RTS and AJ+
Platforms	Computer-web
Format	Personalized documentary series
Year	2015
MISE EN SCÈNE KEYS	<ul style="list-style-type: none"> * Combination of idiosyncratic materials from the Internet and content produced ad-hoc to transfer authorial experiences or professional criteria. * Self-produced materials combine traditional formal aspects of the documentary (talking heads) with cuts recorded on cell phones or from the computer camera. * Voice-driven storytelling, determined by interaction.
AESTHETICS KEYS	<ul style="list-style-type: none"> * Aesthetic mimesis and Internet rhythm. * Use of web materials: Gif's, memes, popular culture. * Music reinforces rhythm and tone of the discourse. * Graphics for real-time data representation.
DISCOURSE KEYS	<ul style="list-style-type: none"> * Metanarrative: the tracking experience is told by tracking the user. * Personalization of the user experience and adaptation of the discourse based on the tracking (also of the voice-over). * The chapters are concatenated, each one delving into a specific aspect of the subject, with cliffhangers that give continuity to the experience. * The language is apparently light-hearted, but it leads to shock with the revelation of information about the subject matter.
LINK TO REALITY	<ul style="list-style-type: none"> * Synthetic truth: visualization of real time data exposed through tracking algorithms and programs. * Prescriptive description by experts. * Exposition of facts by quotation of founts. * Interactive information reveal: data is offered through the exchange user-project's interaction.

Discussion and Conclusions

From the in-depth analysis of the sample, a series of common tropes emerge in the new formats inherited from the non-fiction tradition. In the formal dimension, it is worth highlighting the use of multimodality in all its extension with purposes that move away from banal aestheticization to pursue the reinforcement of the message. Here we can appreciate a tendency towards expressive and poetic composition, moving away from the notion of neutral objectivity, beyond the threat of the loss of realism from indexically-based photography referenced by Borjan (2020), and appealing to the narrativity of the formal factor (Sánchez-López, 2020). At this point, technologies that are usually employed for instrumental purposes, acquire an expanded semiotic value. For example, this happens in the use of 360° in "*Reeducated*", increasing empathy towards the testimonies from the immersive reproduction of their experiences. In general, there is a symbiosis of form and content to achieve the purpose of each work. Exceptions are found in the verticality of the format in "*Otherly*", or the use of 360° in "*Fogo na Floresta*", where the form does not add significant extra value to the discourse.

The emphasis on current problems, and social and cultural issues to which Nichols alludes (1997), remains a constant. Also, the will to leave a testimony, the search for social awareness and the promotion of action for change. Here, however, and in contrast to the experimentation in *mise en interface*, a version of performativity anchored in the

principles of Web 2.0 is registered. Beyond the reference to a web page, the possibilities of the connected digital environment for mobilization and social change (Themba, 2018) or transmedia activism (Ortuño and Villaplana, 2017) are practically obviated (except in the case of "*Do not Track*", which executes a performativity for change by skillfully integrating interactivity).

Without the pursuit of neutral objectivity, how is the link with reality generated in these new non-fiction formats? The first, and most obvious, is through the revelation and the elevation of the authorial voice. It is assumed that there is someone behind the storytelling. There is no kidnapping or substitution of the real, as Baudrillard (1993) would denounce. There is a person responsible for a discourse and its vocation of truth. And this responsibility is linked to ethics, honesty, respect and, in cases such as "*Otherly*", even to care and self-care. In this sense, the dramatization and the environmental and emotional recreation of a story is not treated as a distancing from the facts, but as a way of figurative approximation.

In addition, there are some traditional resources typical of documentary genre, such as expert testimony, direct testimony of experiences, archival material, or the record in territory (not so the subsequent editing) that continue to maintain their induced status of "truth", highlighting the need for verification of the source, along the lines of fact checking of journalistic texts (Ufarte-Ruiz et al., 2018). It is interesting, however, to observe how these settled conventions are handled. In the case of "*Cómo el machismo marcó nuestra adolescencia*", the archaeological recontextualization of archival materials deploys a dialogic path with the editorial line of the project, impacting on the user's interpretation, and resignifying the content itself. New sources of veracity are also incorporated, arising from algorithmic processing in real time. It is a synthetic, hyper-quantified truth that responds to the invasive (and accepted) monitoring of our uses of technology.

The new order of the real is brewing with a whole series of tensions at its core. Fake News, emotional sharing, social media posing, virtualization, synthetic generated content, etc. The contemporary crisis of the real is, in fact, a crisis of the media systems inherited from the twentieth century (combined with the emergence of multiple new media systems). Especially, of the monopoly of truth of journalism and big media companies (as said in Levitskaya and Fedorov, 2020). The field of non-fiction, however, has continued in its dynamic of confronting the mediation of reality from a constant experimentation, both in the formal and discursive dimensions (Gifreu-Castells, 2015). Beyond the use as a strategy for survival in the media market, as noted by Das & Upadhyay (2024), we observe here proposals that, through their aesthetic and narrative construction, manage to enhance their communicational objectives.

Summarizing, we could state that the new forms of the real remain belligerent in their representation, but somewhat more conservative in their factual performativity for change. In any case, if we were to take for granted the axiom of "*Les travellings sont affaire de morale*" (Godard, taking up Moullet in Domarchi et al., 1959), we could assert that these new media forms would address reality as an aesthetic representation of an author creative commitment and responsibility as mediator of facts.

The main limitations of this study are related to the number of projects included in the sample and the reference model used for conducting the MDA. Among the lines of future research, it would be advisable to expand the sample to include a greater number of projects and formats that address reality in contemporary times. A review and validation of the applied MDA model would also lead to more relevant results in relation to the stated objectives.

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**TEACHER'S DIGITAL COMPETENCE IN PRIMARY EDUCATION: A
SYSTEMATIC REVIEW OF LITERATURE
COMPETENCIA DIGITAL DOCENTE EN EDUCACIÓN PRIMARIA: UNA REVISIÓN
SISTEMÁTICA DE LA LITERATURA**

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ABSTRACT

Keywords:

teacher's digital competence,
primary education,
edukomunikation, digcompedu,
systematic review

The development of teachers' media literacy and digital competence emerges as a 21st century challenge in Primary Education. This study aims to analyze teachers' digital competence through a systematic review of the literature since the publication of the European Framework DigCompEdu in 2017. The methodology used is qualitative of a descriptive nature and a review of 25 articles from two of the most prestigious databases (WoS and Scopus) has been carried out. The results show an increase in publications during the health crisis by COVID-19 and highlight the use of the TPACK model, as well as the influence of gender and age on the level of teaching digital competence. It is concluded that it is essential to continue developing training strategies to improve the digital competence of educators, considering demographic and contextual factors.

RESUMEN

Palabras clave:

competencia digital docente,
educación primaria,
edukomunikación, digcompedu,
revisión sistemática.

El desarrollo de la alfabetización mediática y de la competencia digital de los maestros surge como un reto del siglo XXI en la Educación Primaria. Este estudio tiene como objetivo analizar la competencia digital docente mediante una revisión sistemática de la literatura desde la publicación del Marco Europeo DigCompEdu en 2017. La metodología empleada es cualitativa de carácter descriptivo y se ha llevado a cabo la revisión de 25 artículos de dos de las bases de datos más prestigiosas (WoS y Scopus). Los resultados muestran un incremento en publicaciones durante la crisis sanitaria por COVID-19 y destacan el uso del modelo TPACK, así como la influencia del género y la edad en el nivel de competencia digital docente. Se concluye que es esencial continuar desarrollando estrategias formativas para mejorar la competencia digital de los docentes, considerando factores demográficos y contextuales.

Introduction

Media literacy is a key component of modern education, especially at the primary education stage. Specifically, the concepts of educommunication and literacy are fundamental elements in the current educational context, as they are essential pillars where the foundations are laid for the integral development of students in the digital era. According to Aparici and Osuna (2010) and García-Matilla (2010), a definition is proposed that attempts to unify both ideas. Thus, educommunication is understood as an interdisciplinary field of study that merges education and communication. Its purpose is to equip individuals with expressive skills essential for effective communication and to foster the development of creativity, empowering people to participate actively and critically in contemporary media society, reducing the risks of manipulation and promoting a responsible use of the media.

Educommunication is essential for citizens not only to consume, but also to produce content, enriching the social fabric and strengthening participatory democracy (García-Ruiz et al., 2014). There has been much discussion in the scientific literature about the branches of educommunication, such as "digital literacy", "communicative" and "information literacy". According to Buitrago-Alonso et al. (2017), the term "mediated" is preferable to refer to this field, given that it reflects a multidimensional nature where linkage and communication are more clearly presented.

This global vision of media literacy cannot be separated from the digital revolution, which implies profound changes in communication, consumption, relationships and production, as well as in access to knowledge. This technological transformation has generated new social demands, requiring the acquisition of skills to interact in diverse environments. Specifically, at the educational level, the effective integration of technology has become an essential element to enhance and enrich the teaching and learning process.

Digitalization has created a new generation of young people, commonly known as "digital natives", a term coined by Prensky (2001), who grow up immersed in technology from an early age. In contrast, "digital immigrants", as described by Cassany and Ayala (2008), must adapt and face challenges to develop digital competencies. However, this classification has been widely criticized in recent decades by authors such as McKenzie (2007), Kennedy et al. (2010) and Gallardo-Echenique et al. (2016). In fact, recent studies indicate that there is an increasingly smaller generation gap between those who were born in a digitized environment and those who were not, and that being a "digital native" does not imply the acquisition of the competencies and skills necessary for the integration and use of ICTs (Granado, 2019; Haz-Gómez et al., 2024).

Therefore, in a context where the digitization of society and, therefore, of education is increasingly evident, teaching digital competence (TDC) is essential for educational institutions to continue to meet this challenge in the current environment (Mora-Cantalops et al., 2022). Thus, the CDD emerges as a field of research to drive innovation and change the educational perspective (García-Ruiz et al., 2023).

To understand the CDD, it is first necessary to define digital competence (DC). Despite the varied denominations at the international level (Gisbert et al., 2016), DC is understood as the ability to safely, effectively and creatively use digital technologies (DT) in order to participate and develop in different society (Ferrari, 2013). It also encompasses skills that go beyond the mere technical use of digital tools, also including the ability to search, evaluate, select, synthesize and communicate information in digital environments (Valverde-Crespo et al., 2017). The importance of this competence in education is evident, since teacher training must promote student CD in the curricular and academic fields, among others. However, simply using TD does not guarantee effective

integration; according to Krumsvik (2008), schools must assume pedagogical and didactic responsibility based on a DC model throughout the process.

Therefore, since the development of a competence is sought, it should go beyond the knowledge itself in the use of technology and should also cover skills and attitudes when implementing and integrating effectively these digital tools in teaching practices, being able to propose a series of activities aimed at developing CD in students, to create digital educational materials and to evaluate all parties involved in the teaching and learning process. In this sense, the CDD is defined as the "set of skills, abilities and attitudes that teachers must develop in order to incorporate digital technologies into their practice and professional development" (Lázaro et al., 2019, p.75). In this same line, the role of teachers acquires great importance since, through their pedagogical performance, they become the main responsible for the integral development of their students, within a cultural context characterized by the prevalence of TDs (Colás-Bravo et al. 2019). Therefore, in recent decades, different regional, state and European organizations and institutions have been responsible for formalizing and specifying these competencies by defining a series of common models or reference frameworks focused on responding to the need for citizen development in the area of DC.

Given this scenario, we propose the elaboration of a systematic review of the scientific literature related to the CDD in the educational environment of the Primary Education stage, which will allow not only to identify the most relevant trends, approaches and practices in research on training and development of digital competencies of educators at this educational level, but also to provide valuable information to guide policies, training programs and educational practices that promote the effective integration of technology in the Primary Education stage.

Method

Target

The main objective of the present study is to examine the scientific literature in terms of CDD level and in relation to the Primary Education stage, geographically framed in the Spanish territory, offering the scientific community an overview of the most recent lines of research on these areas, after analyzing the trends of the latest scientific contributions.

Specific objectives

In order to achieve this purpose, specific objectives are set out that will allow to narrow down the approach of the study:

- a) To identify the volume of articles published on the CDD level related to the Primary Education stage in Spain.
- b) To examine the frequency of mention of the European Framework for CDD and/or the MRCDD in the selected studies.
- c) Analyze the main objectives of publications in this field.
- d) Define the main methodologies carried out in the articles reviewed.
- e) To determine the main findings of the studies analyzed.

Methodology

A descriptive qualitative study will be carried out to analyze the content of the selected articles and to carry out a critical review of the most relevant research in this field.

In order to achieve the proposed objectives and conduct the systematic review, the standards of the PRISMA statement (Moher et al., 2009) will be taken into account, specifically, the latest guide updated by Page et al. (2020). In the context of this study, it has been decided to adopt the PRISMA guidelines in order to structure more precisely each stage of the review process, by means of a flow chart that will make it possible to describe the different phases of the process that have been carried out.

Systematic Review

Information sources and search strategy

Before starting the first searches, the prestigious Web of Science (WoS) and Scopus databases were selected for this review, due to their high impact in the academic field, thus guaranteeing the quality of the selected articles.

The search to ensure the inclusion of relevant studies on CDD in the context of Primary Education took into account the following terms using the Boolean operators AND and OR, resulting in the following sentence: ("primary education" OR "primary school") AND ("digital compet*") AND ("teach*"). This statement was used in both databases. The search was conducted in early May 2024.

Eligibility Criteria

In order to ensure that the selected studies are relevant and of high quality in relation to the research objectives, a number of specific eligibility criteria have been established. These criteria were developed with the purpose of filtering and selecting the articles that provide the most convenient and solid evidence on CDD in the context of Primary Education in Spain. These are specified in Table 1.

Table 1
Filtering criteria used in databases

Filtering criteria	Justification
Publication period from 2017 to 2024	This time range is taken into account in order to analyze the trend of publications in relation to the first version of the DigCompEdu framework.
Language of publication in English or Spanish.	Considering that these are the predominant languages in the scientific literature on education in Spain, articles published in English and Spanish were included.
Study conducted in the Spanish educational context	By focusing the review on studies conducted in Spain, we ensure that the findings are directly applicable and relevant to the Spanish educational community.
Type of publication: article	Articles are selected from these databases to give a more specific focus to the study, as they provide detailed and up-to-date analyses, while other types of research may address these issues in a more general way.

A total of 454 articles were obtained (251 from WoS and 203 from Scopus). Subsequently, selection filters were applied to the databases in terms of year of publication, language, country and type of publication. After filtering these items, the duplicates are excluded. The RefWorks tool was used to automate this process. These data are shown in Table 2.

Table 2
Searching, filtering and duplicate elimination

	WoS	Scopus	Total
First search by applying the sequence	251	203	454
Eliminated after the application of filters in the search engines of the databases: year, language, article and country.	Year	13	43
	Language	8	16
	Type of publication: Article	36	79
	Country	45	92
Exclusion of duplicate items	45*	0	45
Total	87	92	179

Note. Duplicates were discarded from the WoS database

Study selection process

Once the initial search, filtering according to the established criteria and eliminating duplicate studies, a series of inclusion and exclusion criteria were established, which will be used as a reference when carrying out the in-depth review of the articles to determine whether they pass to the next selection phase (Table 3):

Table 3
Justification of inclusion and exclusion criteria

Criteria	Inclusion	Exclusion	Justification
C1	Educational level: Primary Education	Educational level: other than EP or EP plus another educational stage.	Only studies that address CDD in the context of Primary Education are included, allowing for a more accurate and contextualized assessment of CDD at this educational level.
C2	It is related to the CDD theme, including active teachers and teachers in initial training.	It is not related to CDD and not from another collective.	The selected research should specifically address issues related to CDD, providing relevant and applicable information to the study.
C3	Studies carried out in the Spanish educational context	Articles from contexts other than Spain	Given the particular interest in the Spanish context, studies from other countries would not provide the specific information necessary for the objectives of this review, and those conducted outside Spain were excluded.
C4	Free access	Not having free access to the full text.	The ability to access the full article allows more accurate and transparent verification of the data and methods used, also facilitating access to the review by other researchers and ensuring that the findings are reliable and verifiable.

Screening by title and abstract

After specifying the inclusion and exclusion criteria, a manual review of each of the articles was carried out, checking those that did not meet the aforementioned requirements, screening by title and abstract, which allowed rapid elimination of studies that clearly did not meet the criteria (Table 4).

Table 4
Verification of compliance with the criteria

	WoS	Scopus
After applying filters and eliminating duplicates	87	92
	C1	30
	C2	28
Eliminated for not meeting the criteria	C3	5
	C4	0
	Total	24
Total investigations after discarding according to criteria		50

Data extraction process

The research was read in its entirety by the author to assess thematic relevance, methodological quality and compliance with inclusion and exclusion criteria, without automated tools. The methodology, the purpose of the research and the relevance of the results to the objectives of the review were analyzed. Finally, justified articles were included in Table 5.

Table 5

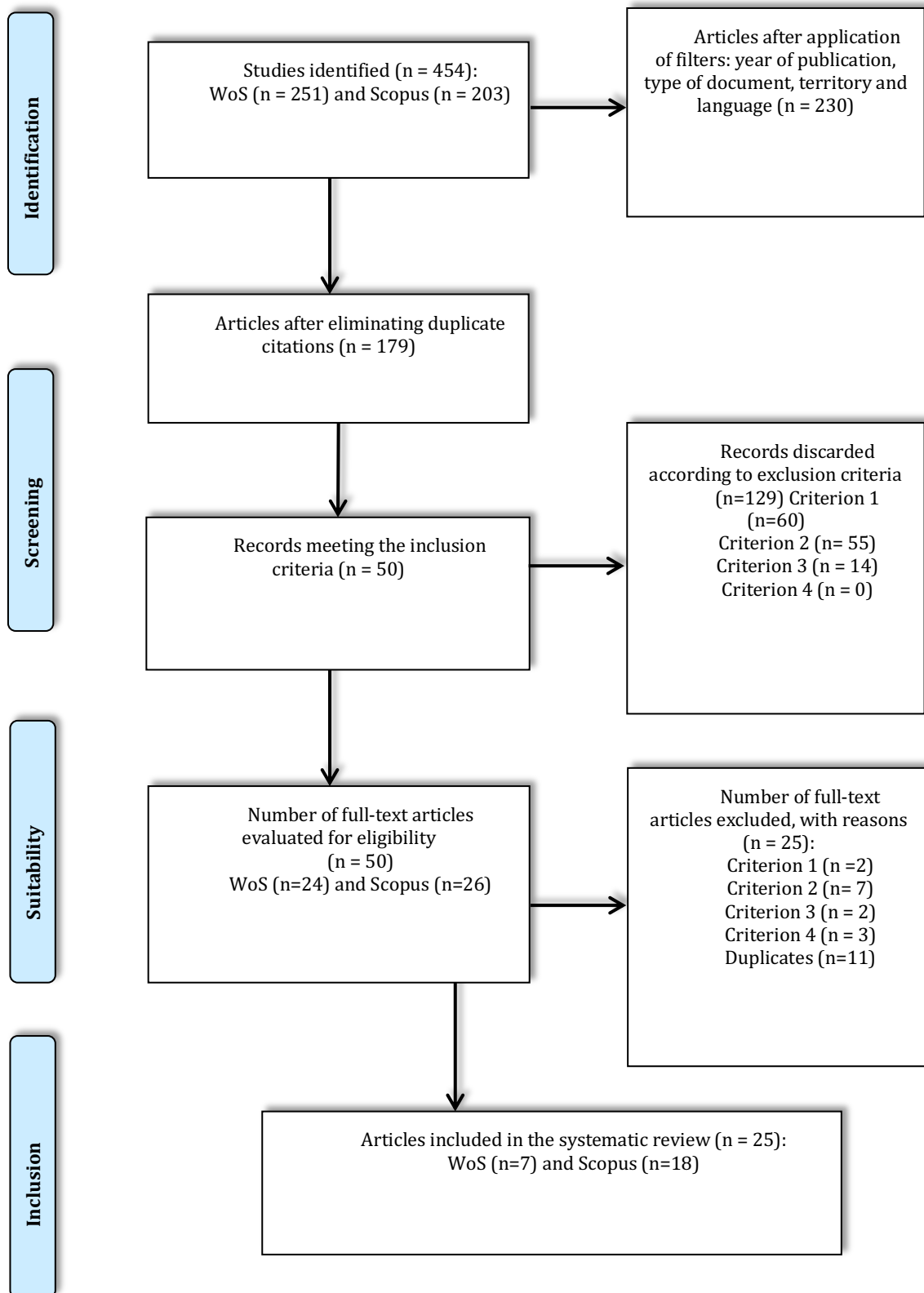
Included after revision of the full text

		WoS	Scopus
After the first review of compliance with the criteria		24	26
	C1	0	2
Eliminated for not meeting inclusion and exclusion criteria	C2	3	4
	C3	1	1
	C4	2	1
Eliminated by duplication		11	0
		7	18
Total investigations for review			25

PRISMA flow chart

To ensure a transparent and systematic selection process, a flow chart was developed based on the PRISMA guidelines. This diagram, shown in Figure 1, details each phase of the review process, from the initial identification of articles to the final inclusion of studies to be used for the review analysis.

Figure 1
Flowchart



Results

After carrying out the selection process, explained in the PRISMA flow chart (Figure 1), the resulting sample consisted of 25 articles. We then proceed with the analysis of the data from the studies in line with the research questions and objectives.

Results of study selection

A sample of 25 research papers from WoS (n=7; 28%) and Scopus (n=18; 72%) was collected and numbered, including author(s), year, title and database for easy reference in other tables of the paper (Table 6).

Table 6

Articles selected for review

NO	Author(s) and year	Title	Database
1	Sánchez-Rivas, E., Ruiz-Roso Vázquez, C. & Ruiz-Palmero, J. (2024)	Teacher Digital Competence Analysis in Block Programming Applied to Educational Robotics	Scopus
2	Guillén-Gámez, F. D., Colomo-Magaña, E., Ruiz-Palmero, J. & Tomczyk, L. (2023)	The digital competence of the rural teacher of primary education in the mentoring process: a study by teaching speciality and gender	Scopus
3	Larrañaga, N., Jiménez, E. & Garmendia, M. (2023)	Oportunidades y necesidades percibidas entre los docentes de Educación Primaria para el uso educativo de las TIC	Scopus
4	Manrique, J. M. & García-Martín, J. (2022)	La competencia digital del profesorado de Educación Primaria durante la pandemia (COVID-19).	Scopus
5	Chabert, A. (2021)	Account of a Foretold Death: Analysing the Response to the Pandemic in the Schools of Castellón (Spain)	Scopus
6	Díaz-Barahona, J. D., Molina-García, J. & Monfort-Pañego, M. (2020)	El conocimiento y la intencionalidad didáctica en el uso de TIC del profesorado de educación física.	Scopus
7	Rojo-Ramos, J., Carlos-Vivas, J., Manzano-Redondo, F., Fernández-Sánchez, M. R., Rodilla-Rojo, J., García-Gordillo, M. Á & Adsuar, J. C. (2020)	Study of the digital teaching competence of physical education teachers in primary schools in one region of Spain	Scopus
8	Lores-Gómez, B., Sánchez-Thevenet, P. & García-Bellido, M. R. (2019)	La formación de la competencia digital en los docentes.	Scopus
9	Guerrero-Elecalde, R., Contreras-García, Bonilla-Martos, A. L. & Serrano-Arnáez, B. (2024)	Digital and Social-Civic Skills in Future Primary Education Teachers: A Study from the Didactics of Social Sciences for the Improvement of Teacher Training in Competences	Scopus

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|-----------|--|---|--------|
| 10 | Magaña, E. C., Méndez G., Ariza A. C. & Monzonís, N. C. (2023) | Análisis de la competencia digital de futuros profesionales de la educación en tiempos de pandemia. | Scopus |
| 11 | Torres-Hernández, N. & Gallego-Arrufat, M. (2023) | Pre-service teachers' perceptions of data protection in primary education | Scopus |
| 12 | Ciriza-Mendivil, C. D., Lacambra, A. M. & Hernández-de-la-Cruz, J. M. (2022) | Technological Pedagogical Content Knowledge: Implementation of a Didactic Proposal for Preservice History Teachers | Scopus |
| 13 | Martínez-Pérez, S., Cabero-Almenara, J., Barroso-Osuna, J. & Palacios-Rodríguez, A. (2022) | T-MOOC for Initial Teacher Training in Digital Competences: Technology and Educational Innovation | Scopus |
| 14 | Robles-Moral, F. J. & Fernández-Díaz, M. (2021) | Future primary school teachers' digital competence in teaching science through the use of social media | Scopus |
| 15 | Grande-De-Prado, M., Cañón, R., García-Martín, S. & Cantón, I. (2020) | Digital competence and gender: Teachers in training. a case study | Scopus |
| 16 | Guillén-Gámez, F. D., Lugones, A., Mayorga-Fernández, M. J. & Wang, S. (2019) | ICT use by pre-service foreign languages teachers according to gender, age and motivation | Scopus |
| 17 | Pascual, M. A., Ortega-Carrillo, J. A., Pérez-Ferra, M. & Fombona, J. (2019) | Competencias Digitales en los Estudiantes del Grado de Maestro de Educación Primaria. El caso de tres Universidades Españolas. | Scopus |
| 18 | Rodríguez-García, A. M., Fuentes-Cabrera, A. & Moreno-Guerrero, A. J. (2019) | Competencia digital docente para la búsqueda, selección, evaluación y almacenamiento de la información. | Scopus |
| 19 | Colomer-Rubio, J. C., Saiz-Serrano, J. & Bel-Martínez, J. C. (2018) | Competencia digital en futuros docentes de Ciencias Sociales en Educación Primaria: análisis desde el modelo TPACK. | WoS |
| 20 | Suárez-Guerrero, C., Lloret-Catalá, C. & Lizandra, J. (2022) | Imagen educativa de la tecnología en la COVID-19. La mirada del alumnado de Magisterio con mención TIC. | WoS |
| 21 | Fernández-Díaz, M. Robles-Moral, F. J. & Ayuso-Fernández, G. E. (2021) | Una propuesta para trabajar la competencia digital docente a través de Instagram y el Pensamiento Visual: El estudio de la sostenibilidad. | WoS |
| 22 | Fombona, J. & Pascual, M. A. (2020) | Percepción de los estudiantes de Maestro de Educación Primaria sobre su competencia digital, urgencias formativas detectadas. | WoS |
| 23 | Ortega-Carrillo, J. A., Rendón-López, L. M., Fuentes-Esparrell, J. A., & Ortega-Maldonado, Á. (2020) | Eficacia de un programa de formación en competencias digitales aplicado a estudiantes del grado de magisterio en educación primaria basado en el modelo Affective elearning+. | WoS |
| 24 | Pérez-García, Á. & Hernández-Sánchez, A. M. (2020) | Efectos del programa affective e-learning en el desarrollo de la | WoS |

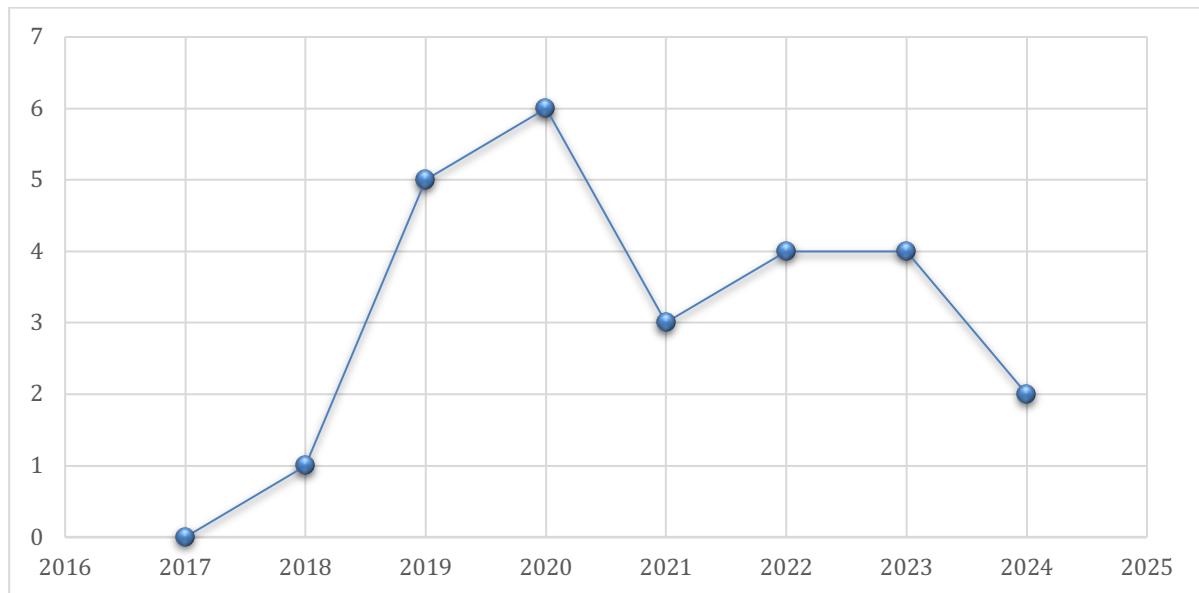
25	Heredia-Ponce, H., Romero-Oliva, M. F., & Álvarez-Ramos, E.. (2019)	Competencia Digital en estudiantes del Grado en Educación Primaria. El blog en la formación inicial de los futuros maestros del Grado de Educación primaria. Un estudio de caso.	WoS
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Characteristics of the Included Studies

We analyzed the characteristics of 25 studies published between 2017 and 2024, considering year, methodology, language, geographic representation, and findings on CDD frameworks.

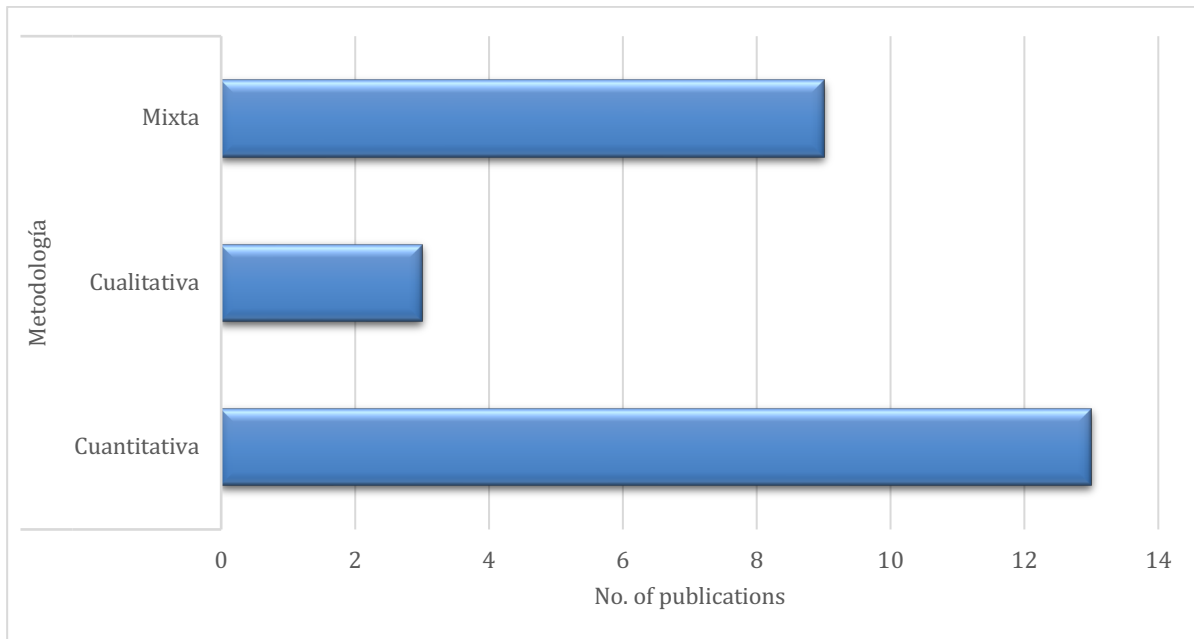
In terms of year of publication (Figure 2), studies from 2017 to 2024 were analyzed. An upward trend can be observed since 2017 with a notable concentration in the years 2019 (n=5) and 2020 (n=6), so the need arises to investigate whether there is any common correlation in the articles of these years.

Figure 2
Studies by year of publication



As can be seen in Figure 3, most of the research studies employ a quantitative methodology (n=13), followed by mixed methodologies (n=9) and qualitative studies (n=3). This methodological diversity offers a broad and detailed perspective on the CDD. However, qualitative studies are less frequent, as CDD tends to be measured from a quantitative approach.

Figure 3
No. of publications by methodology



According to the type of study, there was a predominance of descriptive studies (Figure 4). However, case, experimental, longitudinal and exploratory studies are also included, case, experimental, longitudinal and exploratory studies are also included. This methodological diversity provides greater depth and a more global and diverse perspective on the CDD.

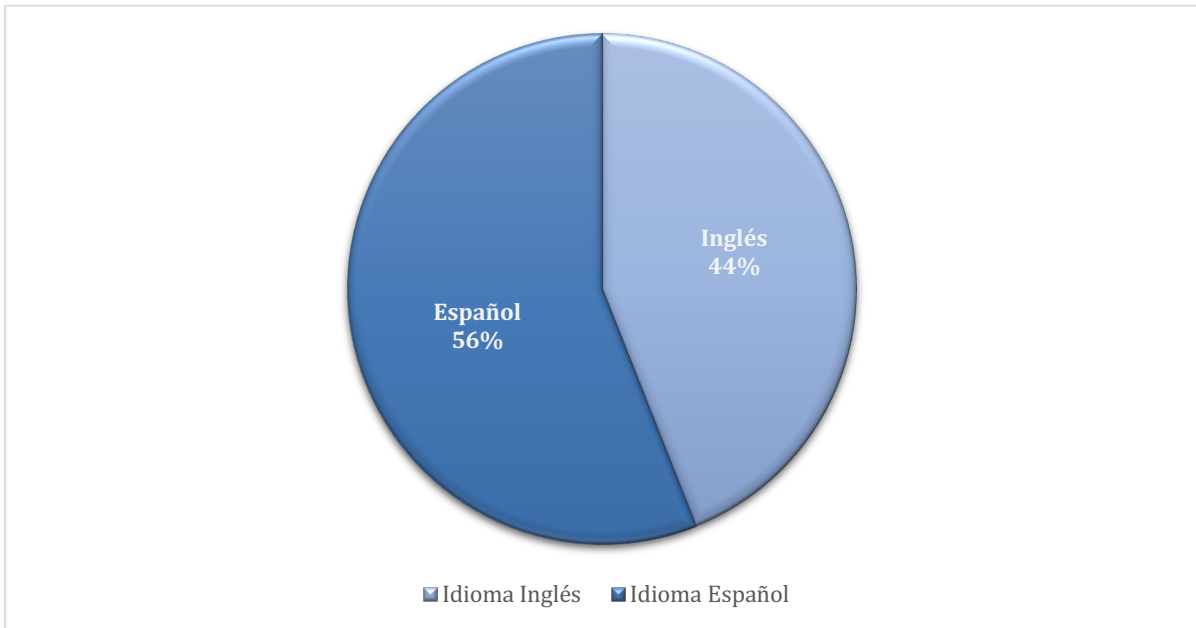
Figure 4
Type of studies according to their methodological nature



With regard to the language of the studies (Figure 5), there is a greater number of publications written in Spanish (n=14) compared to those published in English (n=11).

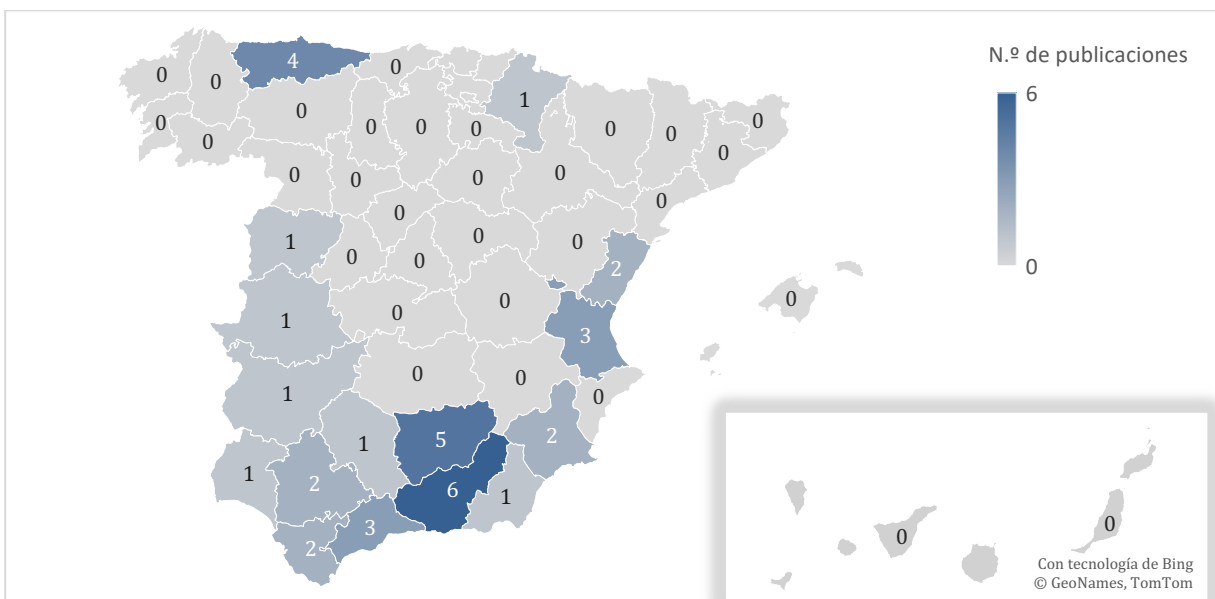
This may be due to the fact that only studies conducted in Spain were analyzed, so this criterion also influences the language of publication.

Figure 5
No. of publications by language



In order to count the studies in relation to the location in which they have been carried out, it should be taken into account that there are studies that collect their sample in different provinces, so that the same article may be represented in more than one of them. The data presented in the map in Figure 6 show that most of the scientific contributions analyzed are centered in the southeastern part of the Iberian Peninsula.

Figure 6
No. of publications by language



Note. Articles 2, 3, 4 and 15 are not reflected in the map because the provinces or regions are not specified. AA. in which these publications have been carried out.

Regarding the referencing of CDD frameworks, it is noteworthy that only 12 of the 25 studies analyzed mention any of these frameworks such as DigCompEdu or Spain's MRCDD (Table 7).

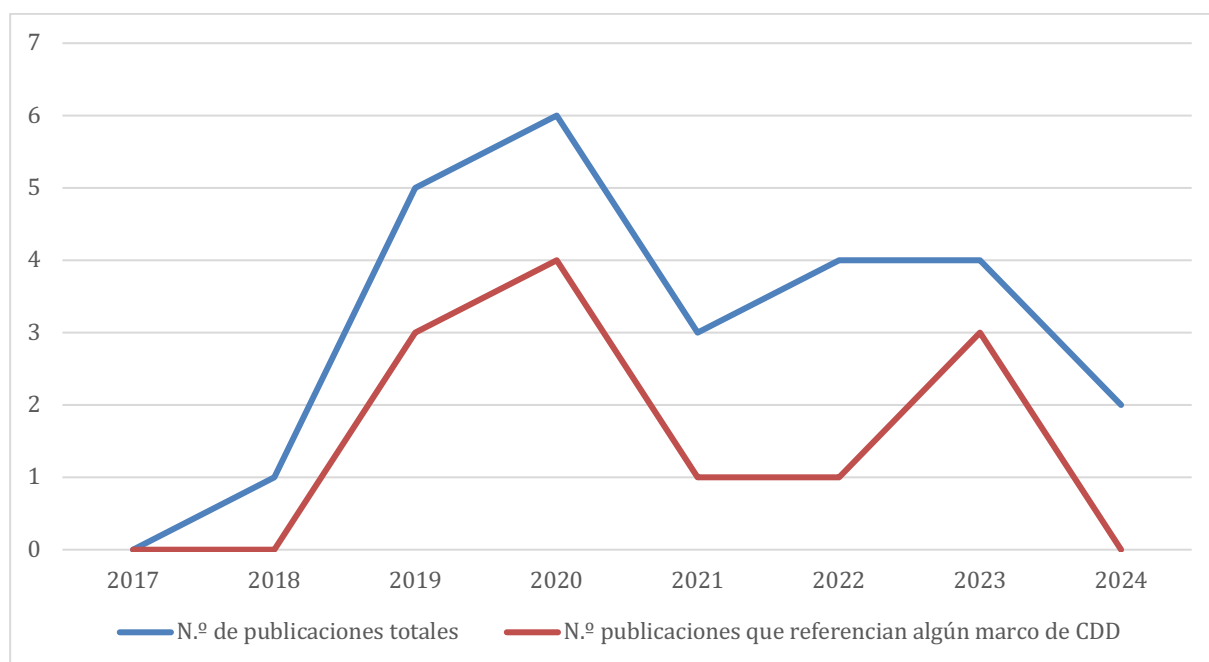
Table 7
Total publications and those mentioning a CDD framework

Year	No. of total publications	No. of publications referencing a CDD framework
2017	0	0
2018	1	0
2019	5	3
2020	6	4
2021	3	1
2022	4	1
2023	4	3
2024	2	0
Total	25	12

Figure 7 shows that in none of the years do the publications mentioning the frameworks coincide with the total number of research studies reviewed. This finding is significant, since it would be expected that most of the selected articles would make reference to these frameworks to support their research and interpret the reality in this field. However, this figure does not even reach half of the total number of publications selected for the review.

Figure 7

Comparison between total publications and those mentioning a CDD framework



Evolution in the Volume of Academic Contributions

To analyze the evolution of publications over the period of time analyzed, a table (Table 8) and a graph (Figure 7) are drawn up in which the documentary references analyzed (the number associated with each article in Table 6 is used) are represented according to the year of publication reviewed and some common parameters presented by the articles.

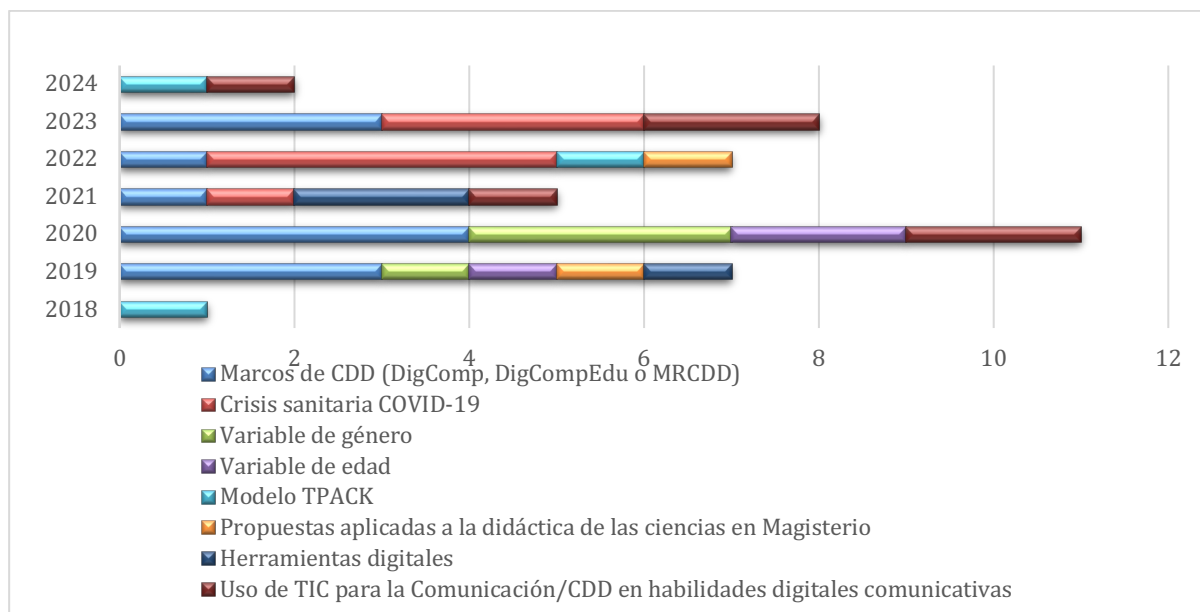
Table 8

Comparison of common parameters in the reviewed articles

	2018	2019	2020	2021	2022	2023	2024
CDD frames		8, 17, 18	7, 15, 22, 24	5	13	3, 10, 11	
Health crisis COVID-19				5	4, 12, 13, 20	3, 10, 11	
Gender variable		16	6, 7, 15				
Age variable		16	6, 7				
TPACK Model	19				12		1
Technology applied to Science in the Teacher Education Degree		25			12		
Digital tools		25		14, 21			
Communication			22, 24	21		2, 3	9

Figure 8

Representative graph with common parameters in reviewed articles



During 2019, 2020 and 2023, increases in mentions of European and/or national frameworks were observed, which coincides with peaks in publications in 2019 and 2020 (Figure 2). However, only 12 of the 25 studies analyzed since 2017 explicitly mention these frameworks (Figure 7), which could reflect an underestimation of their importance or lack of consideration of national and international standards in this field of study.

Another issue that is also very present in the academic contributions analyzed has been the health crisis produced by COVID-19; from 2021 onwards, studies appear that take this conditioning factor into account and analyze its impact on the CDD and in the educational field.

These two parameters may have an impact on the significant increase in the number of published studies that address the integration of DC in teacher education and its impact on teaching. Martínez-Pérez et al. (2022) used the DigCompEdu Check-In on prospective teachers, revealing a moderate level of digital competencies during the COVID-19 pandemic. Suarez et al. (2022) or Larrañaga et al. (2023) highlight the importance of these frameworks for structuring and evaluating digital competency training for teachers.

Mention of National and International CDD Reference Frameworks

Several studies have used the DigCompEdu and MRCDD frameworks to measure digital competencies (DC). Chabert (2021) analyzes the use of ICT during the school year where the COVID-19 pandemic took place, highlighting deficiencies in digital and English proficiency in students due to the scarcity of technological resources and access by students, in contrast to Lores-Gómez et al. (2019) and Ciriza-Mendivil et al. (2022), who point to the lack of CDD training for teachers.

Grande-De-Prado et al. (2020), Fombona and Pascual (2020), Larrañaga et al. (2023), Torres-Hernández and Gallego-Arrufat (2023), Rojo-Ramos et al. (2020) and Lores-Gómez et al. (2019) mention in their theoretical foundation CDD frameworks such as DigComp, DigCompEdu and/or MRCDD. Specifically, in Colomo-Magaña et al. (2023) evaluates the CD of teachers through a questionnaire based on the DigComp dimensions, finding areas for improvement such as the integration of ICT in teaching and continuous

training. On the other hand, Rodríguez-García et al. (2019) also exposes insufficient teacher training in terms of the CD level linked to the competency areas stipulated by the DigCompEdu Framework.

Predominant Research Objectives, Methodologies and Results

The findings concerning the COVID-19 pandemic have had a profound impact on the research analyzed, in relation to the CDD and the implementation of ICT in the classroom. Chabert (2021) and Manrique and García-Martín (2022), who differ in methodological approach (qualitative and quantitative, respectively), but not in line of research, highlight opportunities and challenges, including the improvement of technological infrastructure and CD training.

The implementation of models such as TPACK in educational practice is investigated by Ciriza-Mendivil et al. (2022) and Colomer-Rubio et al. (2018), who point to positive results, but also deficiencies in content knowledge (CK). Ciriza-Mendivil et al. (2022) concludes that there is a need to balance the dimensions of TPACK. Sánchez-Rivas et al. (2024) also analyzes this model, highlighting a deficit in the knowledge of TPACK and strategies for computational thinking, although teachers have a better understanding of Universal Design for Learning and active methodologies. Finally, the need for updating teaching practices in educational robotics and programming, and for ongoing training in digital competence is highlighted (Colomer-Rubio et al., 2018; Suárez-Guerrero et al., 2022; Fombona & Pascual, 2020; Pascual et al., 2019).

The variables of age and gender have been studied. Regarding gender, it is indicated that men perceive themselves with a higher self-perception in CDD with respect to women in Colomo-Magaña et al. (2023), Díaz-Barahona et al. (2020). However, the studies of Rojo-Ramos et al. (2020) or Guillén-Gámez (2019) show that there is no significant difference. On the other hand, CDD was negatively influenced the older the age of the participants (Guillén-Gámez et al., 2019; Manrique & García-Martín, 2022).

Regarding the use of digital tools for communication and teaching the research reviewed underlines the importance of their use not only for teaching itself, but also for effective communication between the different agents of the educational community (Torres-Hernández & Gallego-Arrufat, 2023; Guillén-Gámez et al., 2023; Robles-Moral & Fernández-Díaz, 2021; Fernández-Díaz et al., 2021; Colomo-Magaña et al., 2023). The use of digital resources for communication between these agents is highlighted, indicating that the differences in the use of these resources depend on the teaching specialty and gender (Guillén-Gámez et al., 2023). Tools such as blogs, websites or social networks such as Instagram or Pinterest, were analyzed obtaining positive results in aspects associated with communication and teaching, although the quality of learning depends largely on the teacher's ability to integrate them effectively in their classes (Robles-Moral & Fernández-Díaz, 2021; Heredia et al. 2019). In Ortega-Carrillo et al. (2020) and Pérez-García and Hernández-Sánchez (2020) analyzed a specific training program specialized in communicative-digital competencies, providing favorable results in the development of the CD of the participants.

Discussion and Conclusions

Discussion and Conclusions

Much of the research reviewed contributes to respond to the social and educational demand of identifying the training needs of teachers in the use of TD applied to the classroom reality.

In relation to the evolution in the volume of publications (associated with responding to IP1), an increase is observed since 2017. This increase may be due to several factors such as the implementation of the European DigCompEdu Framework and the MRCDD as well as the pandemic caused by COVID-19. Specifically, this situation has led to an acceleration in the improvement of digital competencies in teaching staff at all educational stages. However, the development of DC in teachers is enhanced through an adapted plan of permanent training aimed at teachers and not so much with this situation that exposed many needs and demands for emergency reasons, as exposed by Portillo-Berasalu e et al. (2022).

The frequency of mention of the European DigCompEdu Framework and/or MRCDD in the publications analyzed (related to IP2) indicates a trend towards standardization in the study of CDD. However, the omission of these frameworks in slightly more than half of the articles reviewed may indicate different realities. Therefore, an apparent relationship can be established in the creation and impact of frameworks such as DigCompEdu and MRCDD, but not enough.

As for the predominant research objectives (and linking it to the response to PI3), the studies analyzed seek to achieve certain purposes related to the CDD and other parameters or variables, the most common being: the evaluation of this competence, the impact of the COVID-19 pandemic and the integration of digital technologies in the classroom applied to the aspect of communication between the different educational agents.

Regarding the methodologies used (related to IP4), the studies reviewed employ a variety of quantitative, qualitative and mixed approaches. However, the tendency towards quantitative (and mainly descriptive) studies may limit the analysis of more qualitative and contextual aspects of the CDD.

Finally, in terms of the main findings (associated with IP5), the studies reviewed present varied results, although similar in certain key aspects, which provide a comprehensive view of the current state of the art in this field.

Many articles highlight the need for continuous and specific training in CDD for teachers (Guerrero-Elecalde et al. 2024; Su arez-Guerrero et al., 2022; Fombona & Pascual, 2020; Pascual et al., 2019), noting that, although the majority present a basic-intermediate level in their self-perception of CDD, there are specific areas such as information management, monitoring and knowledge of the digital footprint or safety in the appropriate use of technologies related to mental health problems, which require special attention, coinciding with the contributions of Cant on-Mayo et al. (2016).

The effective integration of educational technology has been a recurring theme to be considered in research by authors from 2021 (Mart nez-P rez et al., 2022; Su arez-Guerrero et al., 2022; Larra aga et al., 2023). This situation prompted the need for training in CDD, based on the contributions of Rodr guez-Jim nez et al. (2022), which requires adaptation to emerging technological demands and the integration of:

different pedagogical models that are currently producing favorable results and that rely, many of them, on ICT (e.g., the inverted classroom, gamification, just-in-time teaching, peer instruction), and not limiting themselves only to the

acquisition of technological equipment or the simple management of the same, since this is not enough to achieve a true integration of ICT in teaching. (p. 16)

Finally, the gender and age variable is also taken into consideration in the studies reviewed. In Colomo-Magaña et al. (2023), Grande-de-prado et al. (2020) and Barahona et al. (2020) established a relationship between male gender and a higher self-perception in their level of CDD. However, this is not supported by the studies Manrique and García-Martín (2022), Rojo-Ramos et al. (2020) and Guillén-Gámez et al. (2019), who conclude that there is no obvious relationship between self-perceived level of CDD and the gender variable.

Ultimately, taking all these variables into account, it is concluded that the digital transformation has not only redefined the way students and teachers interact with technology, but has also expanded the concept of literacy beyond basic skills. In this context, the concept of transmedia literacy arises, which according to Scolari (2018), refers to the ability of individuals to interact, interpret and create content across multiple platforms and media. This approach recognizes that young people not only passively consume information, but actively participate in the production and creation of digital content. These practices that students perform in an "informal" way are considered a learning opportunity that should be enhanced and incorporated within classrooms (Scolari et al., 2018). This perspective is particularly relevant in the context of the CDD, as teachers in Spain must be prepared not only to use digital tools, but also to guide students in the development of critical and creative skills necessary for navigating complex media environments. As the results of this systematic review show, there is still a gap in CDD training, particularly with regard to the integration of transmedia literacy school intervention programs and the teaching of competencies related to production and active participation in digital platforms. This underscores the need to update teacher training programs to incorporate these emerging competencies, ensuring that teachers can foster in their students a critical and creative use of technologies in the classroom.

Limitations

This study has several limitations: the sample of studies analyzed (n=25) is small, which limits the generalizability of the findings. Data extraction and evaluation by a single person can introduce biases, affecting reliability (Mortico, 2022).

Another limitation of the study is that the systematic review was carried out in only two databases: WoS and Scopus. These databases are widely recognized for their prestige and the quality of the articles indexed, which guarantees the inclusion of studies of high impact and scientific relevance. However, it is important to recognize that the exclusion of other databases may limit the diversity and scope of the studies considered, especially those whose publications are mainly in Spanish (as is the case of Dialnet), as they could offer relevant perspectives on the CDD in the Spanish territory.

In addition, the exclusive focus on Spain limits the international applicability of the results.

Future lines of research

The limitations identified open up opportunities for future research in CDD. Broadening the sample of studies, extending the time range and including research not indexed in major databases, would capture a greater diversity of approaches. It is crucial to deepen the application of European and state frameworks in CDD and compare international studies to enrich global understanding. In addition, investigating variables such as age, gender and professional experience could improve personalized and effective teacher training programs.

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**DIGITAL ACTIVISM: HOW MUCH CAN A #HASHTAG?
MILITÂNCIA DE INTERNET: O QUANTO PODE UMA #HASHTAG?
ACTIVISMO EN LA RED: ¿CUÁNTO PUEDEN LAS #HASHTAGS?**

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ABSTRACT

Keywords:

Hashtag, digital activism, social media, violence against women.

The spread of the contemporary feminist movement, referred to by many authors as the fourth feminist wave, is mainly related to the popularization of internet access and the phenomenon of social networks, which are responsible for profound transformations in terms of the political organization of these movements. In this sense, it can be seen that in the early 2000s, in addition to the development of new forms of sociability, social media also presented themselves as a safe and efficient environment for activism in the fight against violence against women. Many of these movements have erupted through hashtags, in which women from all over the world have shared their pain, their anxieties and, above all, have united to demand their rights, achieving significant victories. In this sense, this systematic literature review with a qualitative-quantitative approach aimed to understand the influence of hashtags on cyberactivism or feminist digital activism, analyzing a total of 1,747 dissertations related directly or indirectly to the topic and available in the Brazilian Digital Library of Theses and Dissertations (BDTD). The research sought to map studies aimed at understanding the power of influence mobilized by hashtags on social media, resulting in confirmation of the power of hashtags in feminist activism in recent years, serving as a database for the formulation of future campaigns aimed at tackling violence against women.

RESUMO

Palavras-chave:

hashtag, ativismo digital, mídias sociais, violência contra a mulher.

A difusão do movimento feminista contemporâneo, denominada por muitos autores como quarta onda feminista, está relacionada majoritariamente a popularização do acesso à internet e ao fenômeno das redes sociais, responsáveis por profundas transformações no que tange a organização política desses movimentos. Nesse sentido, nota-se que no início dos anos 2000, além do desenvolvimento de novas formas de sociabilidade, as mídias sociais também se apresentaram como um ambiente seguro e eficiente para a atuação ativista na luta da violência contra a mulher. Observou-se inúmeros destes movimentos eclodirem por meio de hashtags, nos quais mulheres de todo o mundo passaram a compartilhar suas dores, anseios e, principalmente, se uniram para requer seus direitos, galgando conquistas significativas. Nesse sentido, essa revisão de literatura sistemática de abordagem quali-

quanti, teve por objetivo compreender a influência das hashtags no ciberativismo ou ativismo digital feminista, tendo sido analisadas para tanto, um total de 1.747 dissertações relacionadas direta ou indiretamente ao tema e disponíveis na Biblioteca Digital Brasileira de Teses e Dissertações (BDTD). A pesquisa buscou mapear estudos voltados para a compreensão do poder de influência mobilizado pelas hashtags nas mídias sociais, obtendo como resultado a confirmação do poder de ação das hashtags no ativismo feminista dos últimos anos, servindo como base de dados para a formulação de campanhas futuras, que visam o enfrentamento da violência contra a mulher.

RESUMEN

Palabras clave:

Hashtag, activismo digital, medios sociales, violencia contra las mujeres.

La difusión del movimiento feminista contemporáneo, denominado por muchos autores como la cuarta ola feminista, está relacionada principalmente con la popularización del acceso a Internet y el fenómeno de las redes sociales, responsables de profundas transformaciones en términos de organización política de estos movimientos. En este sentido, a principios de la década de 2000, además del desarrollo de nuevas formas de sociabilidad, las redes sociales también se presentaron como un entorno seguro y eficaz para el activismo en la lucha contra la violencia hacia las mujeres. Numerosos de estos movimientos surgieron a través de hashtags, en los que mujeres de todo el mundo comenzaron a compartir sus dolores y angustias y, sobre todo, se unieron para reivindicar sus derechos, logrando importantes victorias. Teniendo esto esta revisión bibliográfica sistemática con enfoque cualitativo-cuantitativo tuvo como objetivo comprender la influencia de los hashtags en el ciberactivismo o activismo digital feminista, analizando un total de 1.747 disertaciones relacionadas directa o indirectamente con el tema y disponibles en la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD). La investigación buscó mapear los estudios destinados a comprender el poder de influencia mobilizado por los hashtags en las redes sociales, lo que resultó en la confirmación del poder de los hashtags en el activismo feminista en los últimos años, sirviendo como base de datos para la formulación de futuras campañas destinadas a hacer frente a la violencia contra las mujeres.

Introduction

The internet has brought about such profound changes that it has restructured the entire world. In this sense, globalization is one of the most striking aspects of this phenomenon, supported by technological developments which, through the creation of new technologies, have made it possible to popularize social media, which connect users from all over the planet in the same virtual space. It's the relativization of distance.

This feeling of proximity between realities that were previously ignored has forged a great sense of empathy and unity, especially in the social struggles engaged in by oppressed minorities, opening up avenues for digital activism.

In this scenario of virtual activism, this happens especially through the use of hashtags - which is the use of a keyword preceded by the # symbol, with the aim of directing searches on a particular topic to social media users.

An example of this is the #NãoMereçoSerEstuprada campaign (Leal, 2014), spearheaded by journalist Nana Queiroz on Facebook, which brought together 35,700 people in just three days, making it one of the first feminist hashtags in Brazil. This happened after the Economic Institute for Applied Research (Ipea) released the results of a nationwide survey in March 2014, which reported that 65% agreed that "women who wear clothes that show their bodies deserve to be attacked". Later, the agency denied the data, claiming to have inverted the columns of the spreadsheet, with the correct figure being 26%, not 65%. However, the outrage had already spread on Facebook, with international repercussions on news sites such as "The Huffington Post", from the USA; "20 minutes", a French site, "La Repubblica", from Italy, among others, according to a report by Leal (2014), published on the Agência Brasil website.

Another high-impact campaign, with the hashtag #NiUnaAMenos, was created in October 2016, after reports of 16-year-old schoolgirl Lucía Pérez being drugged, raped, impaled and murdered by three men, shocking Argentina and the world. His death sparked protests in Buenos Aires' Plaza de Mayo on a day that became known as "Black Wednesday", as reported in *El País*¹. The campaign mobilized people all over the world, including in Brazil, where the hashtag "Nem Uma a Menos" (Not One Less) took over media such as Facebook and Instagram, followed by other hashtags calling for action: #VivasLasQueremos", or "We Want Them Alive" and said: #MexedWithOneMexedWithAll.

A year after the murder of Lucía Pérez, another femicide shocked Argentina. According to a report in the newspaper *Brasil de Fato* (Assis, 2017), an activist from the feminist movement, 21-year-old student Micaela García, was found naked with signs of rape and strangulation. The crime was committed by Sebastián Wagner, 30, who was reported to the police by his own mother. Wagner had already been sentenced to 9 years in prison in 2012 for two rapes that took place in similar situations. However, he was paroled after four years, "despite the opposition of the prosecutor's office and the negative opinion of the Federal Penitentiary Service, which said that Wagner had behaved badly in prison," said Assis, the author of the report, which concludes: "(...) Argentinian women started a *tweet* and protested in various cities across the country calling for justice for Micaela."

¹ Brutal rape murder of teenager rekindles fight against femicide in Argentina. *El País* (internet). Buenos Aires - 20 Oct 2016. Available at: Brutal rape murder of teenager rekindles fight against femicide in Argentina | International | EL PAÍS Brasil (elpais.com) . Accessed at: september 10, 2024.

In the United States, the hashtag #MeToo ² was launched in 2017 following accusations by actress Alyssa Milano, who accused Hollywood producer Harvey Weinstein of sexual harassment, calling on Twitter for all women who had been sexually harassed or assaulted to respond with the hashtag #MeToo. According to the report, around "half a million women sent in their responses in the first 24 hours", winning the support of other major artists and unmasking a series of other scandals involving violence against women ³. According to the report, "Weinstein was sentenced in 2020 to 23 years in prison for the rape and sexual assault of a former assistant and an actress.

Finally, the powerful hashtag #SoloSíEsSí ⁴ - in Portuguese "só sim é sim", whose roots lie in the controversial "La Manada" case that took place in Spain in 2016. According to a report in CartaCapital ⁵, "This was the name of the WhatsApp group in which the five men who raped an 18-year-old girl during the San Fermín festivities in Pamplona, Spain, in 2016 interacted." Despite the seriousness of the crime, the Spanish courts convicted the defendants of sexual abuse, on the grounds that there was no evidence of violence or intimidation against the victim.

The case had repercussions around the world, to the extent that the Supreme Court not only ratified the sentence of 9 to 15 years in prison for rape, but also reflected on the laws protecting crimes of sexual assault, with a view to toughening the penalties. In 2022 the hashtag #SoloSíEsSí became law, generating a reform of the Spanish Penal Code that committed to honoring and guaranteeing sexual freedom and the protection of women's rights.

Given this scenario in which the power of social media in feminist causes is reinforced, this qualitative-quantitative systematic literature review sought to understand how hashtags have influenced feminist activism based on movements initiated on social media. To this end, studies developed exclusively by postgraduate programs were selected, with the aim of analyzing, understanding and producing data for the formulation of future strategies for tackling violence against women.

Method

This research comprised a systematic literature review, with a mixed-methods approach, with the aim of understanding, objectively and subjectively, the role of social media in violence against women in Brazil.

In this way, the steps taken were: elaboration of the guiding question; establishment of the inclusion and exclusion criteria for selecting the sample; elaboration of the data collection instrument; interpretative reading; categorization; thematic

² Although the "Me Too" movement was created by activist Tarana Burke, president of the NGO Just Be, Inc. in 2006, with the aim of supporting young, black victims, giving these women a voice and, at the same time, support, showing them that they were not alone.

³ BBC News Brazil: What is Me Too, the movement that was born in the US and has catapulted complaints of sexual harassment around the world? Available at: Me Too: what is the movement that was born in the USA and catapulted sexual harassment complaints around the world - BBC News Brasil . Accessed at: september 19, 2024.

⁴ BBC News: 'Only yes is yes': why the sexual consent law is causing controversy in Spain. Internet: 27 August 2022. Available at: <https://www.bbc.com/portuguese/internacional-62703308> . Accessed at: aug. 15, 2024.

⁵ CartaCapital (internet: 2022). 'Só sim é sim': Espanha endurece a legislação contra a violência sexual. Available at: 'Só sim é sim': Espanha endurece a legislação contra a violência sexual - Mundo - CartaCapital . Access at: aug. 15, 2024.

analysis.

The survey of works was carried out exclusively through the Brazilian Digital Library of Theses and Dissertations (BDTD), where a total of 1,747 master's dissertations were analyzed through advanced search and the use of filters.

The descriptors used were expressions in isolation or by association: "hashtag" or "social media" or "digital activism" or "violence against women", on the aforementioned platform, applying the following filters: dissertations; open access; Portuguese language. In this sense, the inclusion criteria for this research included dissertations in open access; in the Portuguese language, that responded to the outlined objective, and with a publication time frame between 2019 and 2024 and from Graduate Programs of Brazilian higher education institutions.

After the search, 1,747 works were found, of which, after careful analysis, 33 dissertations were pre-selected because they directly or indirectly met the criteria proposed in this investigation. In this way, the selected content was read, analyzed and categorized, excluding those that did not meet the temporal and thematic criteria, using the descriptors previously established in the inclusion criteria.

Results

In order to determine the role of hashtags in the feminist movement through digital activism, data was collected from the Brazilian Digital Library of Theses and Dissertations (BDTD) between August and September 2024. During the research, 1,747 dissertations were found that were directly or indirectly related to the proposed theme. All of them were analyzed and 1,714 were excluded because they did not fit the parameters already mentioned.

Of all the works found, 33 dissertations were pre-selected for reading, addressing perspectives that involved feminist struggles. Of these, it was found that: 15 dealt with aspects concerning social media; 9 investigated digital activism through web journalism; and finally, 9 of these dissertations sought to understand the influence of hashtags on feminist activism.

Once the dissertations had been read, interpreted and filed, they were further screened and 9 of the total number of papers analyzed covered all aspects of the thematic delimitation and the proposed objectives.

It is important to note that of these 9 investigations, 3 were part of Postgraduate Programs in Communication, corresponding to 33.3% of the total selected works and characterizing it as the area with the highest concentration of interest in the subject researched.

Below is the identification of the 9 dissertations chosen, as well as the Graduate Program to which they belong, along with a description of the time and theme of each one, as described in Table 1 below:

Table 1
Characterization of the articles selected from the BDTD for the section

AUTHOR	PPG	YEAR	ARTICLE TITLE
Braz, A.T.Z.	Communication	2023	IT'S POLITICAL: the political-communicative strategies of the #ExposedCG mobilization
Santos, L.M.T.	Digital Humanities	2021	Moral foundations and characteristics in textual expressions of antagonistic groups on Twitter
Terra, C.	Communication	2019	Feminism and the dispute of narratives in the 2018 presidential election: a case study of #Elenão as an online mobilization of women against Bolsonaro.
Passos, N.L.R.	Development, Society and International Cooperation	2019	#Elasótem16anos: critical discursive analysis of social media posts about the gang rape case in Rio de Janeiro.
Oliveira, P.G.	Media studies	2021	They who narrate: an analysis of Twitter comments about women narrating the 2021 Brazilian Championship
Martins, A.B.	Cultural Studies	2023	Spring in the networks: connections and struggles in the feminist Global South in NiUnaMenos, UnVioladorEnTuCamino and EleNãõ.
Dieminger, C.C.	Law	2022	Participatory democracy: cyberfeminisms against sexual violence and their impact on biopolitics.

Romeiro, N.L.	Information Science	2019	Let's make a scandal: the trajectory of the denaturalization of violence against women and folksonomy as activism in opposition to sexual violence in Brazil.
Costa, E.L.	Communication	2023	Photoactivism and photojournalism in the 2018 elections: counter-hegemony of the photographic message on Mídia NINJA's Instagram.

Note. Source: Author (Salvador, 2024).

Discussion and conclusions

Many women have been using technology to reframe toxic and misogynistic contexts. This can be seen through the use of hashtags, i.e. keywords that connect users and topics via social networks.

In this sense, by seeking to understand the role of hashtags and digital activism in the context of the current feminist movement, we are also seeking to learn how to use this tool as an ally in the fight against violence against women.

To this end, the nine dissertations described in this study and selected for analysis gave rise to two distinct categories: the first focused on digital activism on social media, covering a general panorama provided by the selected dissertations; and the second category focused on the impacts fostered by the 2018 electoral campaign, whose hashtag #elenao aroused the interest of many scholars, since it initiated a mobilization full of controversies, as we intend to observe.

Category 1 - Digital Activism in Feminist Struggles

The progress of the feminist movement is divided by many authors into waves, which intensify and bring about change. From this perspective, cyberfeminism would be situated in the fourth wave of feminism, the one we are currently going through.

In this sense, Clerici Dieminger's research in law (2022) sought to understand "Participatory democracy: cyberfeminisms against sexual violence and their reflexes in biopolitics". Using Karl Popper's hypothetical-deductive method, Dieminger (2022) asked: "Could cyberfeminisms against sexual violence reflect on biopolitics and therefore help develop participatory democracy?" The author believes so.

For Dieminger (2022), cyberfeminism has given voice to and unified the diversity of previous feminisms, facilitating the promotion and dissemination of the movement, as well as the agendas it defends. To support her perspective, the author analyzes the Brazilian scenario, in which digital activism has undergone significant changes through hashtags.

In this sense, Dieminger (2022, p.84) observes that:

This last wave has been reverberating more strongly in the current decade, especially since 2015, a period marked by the Brazilian feminist spring. Finally, the case study was carried out, in which the widespread citizen demonstration "Out, Cunha!" was reflected in biopolitics by, in particular, preventing Bill 5069/2013 from being voted on in plenary, threatening the

already scarce protective rights against sexual violence, as well as achieving the loss of Eduardo Cunha's mandate as a Federal Deputy. The other four mobilizations studied, #PrimeiroAssédio, #MeuAmigoSecreto; #PeloFimDaCulturaDoEstupro; and #CarnavalSemAssedio, recognized as sociocultural actions-manifestos, demonstrated an even greater reach in biopolitics, culminating in the creation of Ordinary Law 13.718/2018. The allied campaigns #EstuproNuncaMais and #PeloFimDaCulturaDoEstupro were especially credited with instigating the part of the law that refers to the dissemination of rape scenes and collective rape.

Dieminger (2022, p.84) considers that the creation of the criminal offence of sexual harassment was not just the result of "(...) a single prominent cyberfeminism, understanding it as the result of pulverized pressure, necessary to have an effect on Brazilian biopolitics, through mobilizations such as #PrimeiroAssedio, #MeuAmigoSecreto and #CarnavalSemAssedio".

The actress devotes an entire chapter to understanding cyberfeminisms, analyzing numerous campaigns carried out via the internet that are insurgent against sexual violence against women, as well as their repercussions on biopolitics. To do this, the author used various hashtags.

In conclusion, after an extensive and intriguing investigation, Dieminger (2022, p.113) corroborates the hypothesis that yes, "cyberfeminisms against sexual violence reflect on biopolitics and therefore assist in the development of participatory democracy".

The author argues that "(...) the reinforcement of democratic foundations and values is essential in order to prevent setbacks and social oppression, such as those experienced by women as a result of the patriarchal culture whose power permeates even governmental bodies", in which cyberfeminism plays a fundamentally important role in the fight against violence and for equal rights (Dieminger, 2022, p.113)

These rights have been denied for centuries, since "(...) social distinctions between genders have been naturalized by a biological determinism that has reinforced relations of domination and the definition of spaces for men and women", ponders Oliveira (2023, p.14). In this sense, the author observed that, in sports, biological differences were used not only to justify, but to delimit the performance of the different sexes.

Given this problem, in his dissertation in Media Studies, Oliveira (2023) sought to understand the behavior of misogynistic Twitter profiles regarding the participation of women in the narration of soccer matches during the broadcast of the Brazilian Championship in 2021. Her research reveals aspects of great value, generating debate about the role of women in typically male spaces, such as soccer journalism.

To this end, the author divided his research into two distinct parts, initially carrying out a bibliographical survey of data and integrative review on issues relating to gender and the participation of women journalists during sports broadcasts. Finally, it carried out a thematic analysis based on hashtags used on social networks, collecting a total of 4,246 comments during matches narrated by two journalists over a six-month period.

Among the hashtags chosen for collection were those used in the Brazilian Championship (series A and B) by the two broadcasters: #brasileiraonosportv #brasileiraonopremiere #seriebnopremiere #seriebnosportv. These hashtags are displayed during match broadcasts and are available in the top right-hand corner of the broadcast image. In addition, during the broadcast of the match, the broadcaster's own narrator informs the hashtag of the game, inviting viewers to interact on digital social networks, using the hashtags, during soccer matches (Oliveira, 2023, p.56).

In her studies, Oliveira (2023) gathered discourses of violence and prejudice against these professionals who occupied predominantly male positions, as is the case in sports journalism.

For the author, the claim that men and women occupy equal spaces in society is a fallacy and he highlights the sporting world as an example, given that male predominance is still strong.

In this sense, Oliveira (2023, p.15) provokes:

A survey - carried out by 'France Football' magazine in April 2019 and reproduced by VEJA magazine - showed the pay gap between men and women in soccer. The magazine put together a ranking of the highest salaries in the sport, both in men's and women's soccer. With the analysis, it was possible to identify, for example, that the player Neymar, at the time of the survey, received an annual salary of 396 million reais. As a result, the player's salary was 269 times higher than that of Marta, who was voted the best female player in the world six times. The player received a salary of 1.47 million reais a year. If the opportunities are disparate in the field, they are also disparate in the coverage, whether it's in terms of salaries or the possibilities of getting into sports journalism.

It's important to note that violence against women can take a variety of forms. According to Oliveira (2023, p.58), "although physical violence is the best known, as it is conduct that offends against a woman's bodily integrity or health and is visible to society, gender violence can also occur silently".

In this way, the author believes that there is violence present in the comments analyzed in his research. To prove his point, Oliveira (2023, p.71) provides dozens of images throughout his dissertation reporting terrifying events, among which were "(...) 842 expressly negative comments aimed at the narrators".

Her studies proved that prejudice and attacks against female narrators are evident, reporting that these attacks, collected through the digital platform Twitter, were both veiled and open. According to the author, most of the speeches reproduced against women are sexist, misogynistic and prejudiced due to the fact that these women work in roles that used to be performed predominantly by men (Oliveira, 2023)

Oliveira (2023, p.71) believes that "the fight to reduce offenses against women involves a lot of deconstruction of conservatism", but that, nevertheless, such change is imminent and unstoppable, given that women are inserted in all contexts that were previously exclusively female, such as soccer, where, says the author, "in the past, women had neither a place nor a voice".

And it is precisely here that digital activism shows its usefulness and gains not only a voice, but a space for action, as researcher Ariadna Braz (2023), whose dissertation in Communication, entitled: "It's political: the political-communicative strategies of the #ExposedCG mobilization".

The author analyzed the main political-communicative strategies present in the personal accounts of the hashtag #ExposedCG - which, in her words: "(...) it is part of a strategy to take control of narratives in the face of the oppression and violence that they face on a daily basis, whether physical, moral, sexual, psychological, patrimonial or symbolic" (Bráz, 2023, p.15)

In this sense, Braz (2023) defines hashtags as communication tools, popularized on the main social networking sites, based on what he calls "Trending Topics", i.e. an updated list of the hashtags that have achieved the most engagement on the day, in order to encourage network users to participate in the most popular topics in a given niche.

For Braz (2023), understanding the content discussed through the hashtag #ExposedCG is of great relevance when it comes to building the debate on sexual violence, since this act culminated in the indictment of former mayor Marquinhos Trad, accused by sixteen women of crimes such as pandering to prostitution, sexual harassment and attempted rape.

Braz (Bráz, 2023, p.18) argues that:

That said, it is important to highlight the need to become aware of the condition and vulnerabilities that different groups of women face in order to break away from the regime of discursive authorization and the hegemony of speech characteristic of privileged groups, something we can see from the reports indexed to #ExposedCG. Added to this is the need to develop a political awareness of personal experiences and to promote a debate in which what happens in the private and domestic sphere is a reflection of the different power relations that permeate women's realities, a notion known as "the personal is political", which gives this dissertation its name (Bráz, 2023, p.18).

The author believes that a large part of the spread of the contemporary feminist movement is directly related to the popularization of internet access and the phenomenon of social networks, which has made it possible to distribute content and connect different social groups.

Furthermore, with regard to women's mobilization, the author points out that these virtual spaces have enabled profound and important transformations in the political organization of these social movements, as well as the emergence of new forms of sociability, both in terms of creating a safe environment for activist action and for disseminating the agendas defended in these spaces (Bráz, 2023)

Through a documentary literature review, the author questioned: "What are the potentialities and limitations that social networks offer to activist movements and how does network communication favour the participation of women from Campo Grande in feminist mobilizations on X/Twitter?" In this sense,

To apply these techniques, we gathered 2,060 tweets indexed to the hashtag, of which 1,705, published between June 1 and 2, were compiled into five analytical categories based on the analysis of research protocols used in the study of other mobilizations, accounting for 1.113 tweets in the Opinion category (65.3%), 353 tweets in the Experience category (20.7%), 146 tweets in the Mediatization category (8.6%), 55 tweets in the Pedagogization category (3.2%) and 38 tweets in the Convocation category (2.2%). These results reveal the importance of calls to action; the incitement of empathy and solidarity; the role of creating counter-hegemonic narratives and a journalism of subjectivity; and the appropriation of media products, such as series, films, books and podcasts, in order to popularize the feminist movement.

In conclusion, Braz (2023) believes that she has managed to highlight the pros and cons of social networking sites aimed at feminist mobilizations, and that her research has contributed to the mapping of "(...) nine aspects present in demonstrations on X/Twitter that encourage participants to join in", as well as to the formulation of new campaigns aimed at confronting violence against women, boosting digital activism and networked social movements.

Furthermore, with the theme "Let's make a scandal: the trajectory of the denaturalization of violence against women and folksonomy as activism in opposition to sexual violence in Brazil", Nathália L. Romeiro (2019), found that situations related to gender violence, especially sexual violence, have been silenced and neglected by state authorities, due to the patriarchal structure in which we are situated.

For the author, the complaints made through the social media Facebook may "(...) be a response to the inefficiency of the state in terms of public policies that should protect and treat women victims of sexual violence". Romeiro (2019, p.18) argues that the virtual spaces made available by social media can not only contribute to "(...) the formation of support networks and the empowerment of women in opposition to machismo and rape culture".

The author was motivated by the question: "What forms of activism do women use in the form of denunciation in alternative communication environments (Facebook and Twitter)?" In this sense:

We start from the assumption that most women look for information on the internet (on the official websites of the Special Women's Police Stations - DEAM and on support groups on Facebook and Twitter profiles) or with relatives and friends they trust. In view of this, we will complete part of this dissertation with studies on the culture of algorithms and surveillance, above all, to seek an understanding of how the technology that involves filtering and interacting with information that forms support networks on social media works. Studies on the organization of knowledge will also be considered, especially concept theory and folksonomy to analyze the structure of the concepts that guide sexual violence (sexual harassment, rape, pedophilia, sexual exploitation and femicide) and to map the posts/complaints made on Facebook based on the analysis of the hashtags #primeiroassedio, about pedophilia and #mexeucomumamexeucomtodas about sexual harassment in the workplace (Romeiro, 2019, p.18).

After an extensive and detailed investigation, Romeiro (2019) came to the conclusion that both machismo and patriarchy affect society as a whole, which includes men, highlighting the support they gave to the movement under investigation. According to the author, activism on social media is as salutary as it is relevant for breaking women's silence and for them to find safe spaces where they can vent about the violence they have suffered and, through this, form networks of support and welcome.

Finally, when checking cases of sexual violence and violence against women, the use of the hashtags investigated "(...) did not expose the abusers, so there was no type of moral punishment directed at a particular perpetrator (except in the case of famous men on broadcast TV). The aim of the campaign was therefore to let off steam, based on sharing pain and forming support networks." (Romeiro, 2019, p.155)

Finally, with the theme "#Elasótem16anos: critical discursive analysis of social media posts about a collective rape case in Rio de Janeiro", Passos (2019) investigates a crime that shocked Brazil in 2016. The gang rape of a teenage girl of just sixteen by thirty-three (33) men. The crime was filmed and broadcast on social media.

For Passos (2019, p.9), whose postgraduate program is in Development, Society and International Cooperation, "(...) the ways in which issues of gender and violence are represented have an influence on the ways in which society reacts to these issues, including in terms of policy proposals or public actions resulting from events of violence and their repercussions".

In this context, he considered:

The case of violence I chose for my research stood out for its cruelty to the young woman who was attacked and for the social prominence it achieved, causing great commotion in the country. The case became known and denounced when a video recording the rape, recorded by one of the attackers, was posted on Twitter. Comments on the image suggested that the teenager had been raped by more than 30 men. In this way, the teenager in question

was the target of two crimes: collective rape and its recording and dissemination (Passos, 2019, p.9).

It's important to note that the repercussions of this case began on social networks and only then received the attention of the authorities. According to Passos (2019, p.13), after shocking the whole of Brazilian society through the crudeness of the images broadcast "(...) there was a wave of reaction from users of social networks, media outlets, human rights activist groups, women's rights activist groups, feminist groups and public authorities".

Through the hashtag #Elasótem16anos, marches were organized by feminist groups and awareness campaigns were launched to educate and combat sexism and rape culture. The mobilizations served as a springboard for firmer action by the public authorities, who, faced with social pressure, were forced to act:

The federal government held a meeting with 27 public security secretaries on May 31, 2016, to discuss the issue. Society's shock at what happened reached members of the legislature, who organized public hearings, made speeches in plenary and included the case on the agenda of Senate Bill (PLS) 618/2015, by Senator Vanessa Grazziotin (PCdoB-AM). The bill was approved in committee on May 31, 2016 (ten days after the crimes) and sent to the Chamber of Deputies for consideration (Passos, 2019, p.9).

Throughout his research, structured in two distinct phases, based on the analysis of theoretical-methodological approaches to critical discourse, with a focus on interdiscursive analysis of public policies, Passos (2019) comes to the important conclusion that:

Despite all the discourse in favor of actions to educate society about gender equality, which are pointed out as one of the solutions for reducing violence against women, what was observed in this dissertation was the concentration of actions towards the realization of another proposal: the establishment of stricter punitive measures (Passos, 2019, p.152).

For Passos (2019, p.152), this fact "(...) cannot be interpreted outside the framework of the resurgence of conservative discourses in Brazil, especially in the field of education and gender relations". Given the above, it is clear that the solution adopted was aimed at an emergency, palliative response.

We agree with the author when she says that such measures are not solutions and that education is the fundamental basis for changing the current panorama of violence against women, which has spread alarmingly throughout the country for centuries.

Category 2 - The Hashtag #elena0

For Santos (2021, p.1), "the language used by individuals is a reflection of their thoughts, emotions, values, culture and is a way of communicating and interacting with other members of society".

In this sense, the dissertation by Larissa M. T. Santos (2021, p.2), from the Postgraduate Program in Digital Humanities, sought to understand the "textual expressions created in a virtual environment of social interaction (social network Twitter); characterize these texts; and analyze associations of the language used in these textual records with the moral values defined in the Theory of Moral Foundations", as she describes.

In this sense, the author states that:

After the quantitative and qualitative analysis of the object of study composed of the texts represented by the hashtags #fechadocombolsonaro and #forabolsonaro, from April 4 to 20, 2020, it was found that the antagonism of

statements from the extralinguistic scenario associated with the figure of President Jair Bolsonaro also took place within the social network Twitter. A prevalence of moral foundations characteristic of the conservative political view was identified in the #fechadocombolsonaro group (Loyalty and Authority), and some foundations of the liberal political view in the #forabolsonaro group (specifically, the Harm Foundation which, in the experiments carried out, corresponds to the vice of the Care Foundation). Considering that divergent moral foundations mean different moral concerns, then it was inferred that critics and supporters of Jair Bolsonaro tend to be concerned with different issues, and therefore the establishment of effective communication between these groups either doesn't happen, or happens in a weakened way.

Although Santos's (2021) analysis is centered on understanding hashtags as a tool for feminist social activism, which is the basis of this research, the focus of his understanding is not on gender violence, but on the moral mechanisms played by the usual languages in social media, as well as the impact and influence they exert, which does not fully fit the scope proposed in this study.

The same occurs with Costa's dissertation (2023), entitled "Photoactivism and photojournalism in the 2018 elections: countering the hegemony of the photographic message on Mídia NINJA's Instagram", from the Postgraduate Program in Communication.

The paper analyzes the power of hashtags in the context of digital activism on social media, using the hashtag #elenao, which mobilized an entire campaign against candidate Jair Bolsonaro between 2017 and 2018. Her research provides in-depth reflections on the subject under discussion, but does not delve into feminist issues.

However, although these two studies do not prioritize the pressing issues of gender violence, which is intrinsic to this investigation, it is well known that the mobilization stemming from the #EleNão campaign was originally feminist in nature. These studies therefore support and complement the assertion that hashtags are efficient tools for digital activism, including the development of political strategies, as we have seen.

Terra (2019), whose Master's dissertation in Information Science investigates "Feminism and the dispute of narratives in the 2018 presidential election: a case study of #Elenão as an online mobilization of women against Bolsonaro".

Through a literature review, the author sought to identify the relationship between the #EleNão mobilization and the outcome of the 2018 Presidential Election, from the perspective of the dissemination of information on the social network Twitter.

Terra (2019, p.14) reflects that:

In this sense, the use of social networks in collective demonstrations poses a new question for social theories: digital technologies enable new forms of political engagement that were not previously foreseen. This reflects a new moment not only for political parties, but also for social movements and identity groups such as women's movements. It's no coincidence that social media played a key role in the 2018 Presidential Election and was the stage for the online demonstration, the #EleNão movement, which garnered more than 1.9 million mentions on Twitter during the election period.

According to his perspective, the notion of belonging, of identity and the latent feeling of historical debt, find in social networks tools that enable political organization and mobilization. For Terra (2019, p.14), "it is in this context that discussions about gender equality have been gaining ground in the public sphere in recent years around the

world, shaping what is called the fourth wave of feminism, an idea developed in the book 'Feminist Explosion'," she defines.

This is evident in the 2018 elections, when the race has become increasingly polarized and undefined, and women's votes have become the target of the candidates. In this context, uprisings such as "Women United Against Bolsonaro", created in August 2018 on Facebook, emerged; as a reaction, the opposing group "Women United in Favor of Bolsonaro" was created (Terra, 2019, p.16). The author defines that:

The use of the hashtag #EleNão has since become a symbol of the dispute over narratives about women - and more objectively women's votes - bringing together diverse voters in an online mobilization that reached 1.9 million mentions on Twitter by the end of the 2018 election period (Terra, 2019, p.16).

In this vein, Terra (2019, p.81) concludes that:

With the relevance of women voters and the scenario of women's late voting decisions, the #EleNão feminist movement has become a field for disputing narratives. With this, the movement lost its expressiveness as a feminist agenda and gained the position of opposition to Bolsonaro, placing him as a central figure in the movement's discourse. The data showed the relationship between online mobilization and the polls, and revealed the impact of the movement on women's votes, the factor that most defined the total votes in the final stretch of the 2018 Elections. And in the discussion of the data, we saw that the demonstrations in the streets and the media coverage of these events were the turning point that defined the votes, which called into question the narratives in dispute. In this sense, the construction of antagonism between the struggle of women and the 81 interests of Brazil further polarized the climate, pitting Brazil (#EleSim) against feminism (#EleNão).

Terra's dissertation (2019) stands out as an excellent discourse on the strength and relevance of social networks in minority activism and in society as a whole. According to the author, "we found that the hashtag #Elenão was both a unifying point, from the point of view of progressive flags, and a segregating point, from the point of view of women's voting decisions," she concludes (Terra, 2019, p.81).

Finally, Aime B. Martins (2023), from the Postgraduate Program in Cultural Studies, gave a dissertation on "Spring in the networks: connections and struggles in the feminist Global South in NiUnaMenos, UnVioladorEnTuCamino and EleNão".

Through documentary analysis, divided into three axes, Martins (2023) explored the contribution of transnational feminisms from a decolonial perspective to the globalized public space, weaving an intersectional critique of modernity, while seeking to expose the violence to which women's body-territory is subjected.

To this end, Martins (2023, p.17) analyzes the hashtag #ElasPodem, "(...) with which he created a Facebook and Instagram page to publicize our actions and connect us with more subjects and social actresses interested in promoting the movement"

Issues such as women's representation in political spaces and the fight against various forms of gender-based violence have been present since the beginning of the movement and because of this, in August 2020, Elas Podem received an invitation to participate in the National Vote for Women Campaign (#VemVoteEmMulheres), organized by the social actors Elas no Poder, Vamos Juntas, Vote Nelas and Engajamundo, in collaboration with more than 30 women's collectives across Brazil, in order to raise awareness of the importance of voting for women, give visibility to the candidacies of its members and denounce the political gender violence suffered by women in

this process. In 2021 and 2022, the issue of menstrual poverty was the highlight of our actions, which expanded on multiple fronts: collection and distribution of disposable pads; educational actions in schools and vulnerable communities; popular mobilization for the approval of Bill 6.662/2021, of the municipality of Campo Grande - MS, which provides for the free distribution of pads to all low-income students in the municipal school system; and political advocacy with the state government to reduce taxes on pads (Martins, 2023, p.17).

In this sense, Martins (2023) proves that hashtags can mobilize an entire society in favour of a system of improvements, serving as a powerful ally in the foundation of public policies: "social movements use hashtags as a way of refusing a kind of hierarchization, a refusal of established power, and the abundant production of shared online narratives is part of this struggle against power."

In view of the above, knowing that feminist conquests have been achieved gradually, through an intense social movement, it was evident that with technological advances, the fight for rights and equality has gained speed and effectiveness, since digital activism has allowed women from different parts of the world to connect and support each other, creating a safe space for debate, where before there was only silence.

Furthermore, it was noted that social networks have been fundamental for disseminating information, mobilizing and organizing protests and campaigns, which has led to significant changes around the world this has led to significant changes around the world, answering the research question posed in this study, which asked about the influence of hashtags on feminist digital activism.

Through the data analyzed and the dissertations discussed, it was finally understood that hashtags have operated as a social mobilizer capable of developing real changes in society, with the main characteristic of uniting a certain group in favor of a common cause.

In this way, the general objective of determining the role of hashtags in the feminist movement through digital activism has been achieved, since it has been proven that cyber-feminism has represented a significant advance in the fight for gender equality and in raising awareness of violence against women.

Although far from ideal, women are increasingly engaged, emancipated and united, breaking old patterns and stereotypes. And much of this is due to the power of social media.

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**ANALYSIS OF THE FILM "THE BOY WHO TAMED THE WIND" AS A
PEDAGOGICAL RESOURCE TO TEACH THE CONCEPT OF COMPETENCE
ANÁLISIS DE LA PELÍCULA "EL NIÑO QUE DOMÓ EL VIENTO" COMO RECURSO
PEDAGÓGICO PARA ENSEÑAR EL CONCEPTO DE COMPETENCIA**

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ABSTRACT

Media production has had different purposes throughout its history. The audiovisual language, initially present in films, left the movie theaters to become ubiquitous, with the potential to seduce hearts and minds. This seduction occurs through the mechanisms of projection and identification, which depend on the director's ability to use audiovisual language to construct and guide us towards the mood, ideas and feelings he wishes to transmit or provoke. This article focuses on educational practice, focusing on filmic analysis in the classroom context. The question guiding the research was: how are the concept and development of media production competence made explicit? The objective was to demonstrate the educational potential of the film "The Boy Who Tamed the Wind" (2020) as a support for the understanding of the concept of competence. Therefore, reflections on competence and its relevance for personal, social, professional and citizenship life are presented. The methodology was based on film analysis, addressing techniques, synopsis, scene details and the chain of acts that build the narrative. This film helps viewers to understand the concept of competence and its importance, as it explains how the protagonist applies the knowledge and skills he has acquired, combined with his values, to solve a problem in his community. The relevance of this article lies in showing how film analysis can form part of educational practices for the teaching of concepts from the perspective of middle school education. Finally, the interpretation relates the real problem faced by the protagonist of the film with the knowledge, skills and attitudes mobilized to solve it.

RESUMEN

Palabras clave:

práctica educativa, competencia, teoría del CHA, análisis de película, educación en medios.

La producción de medios ha tenido diferentes propósitos a lo largo de su historia. El lenguaje audiovisual, presente inicialmente en las películas, dejó las salas de cine para volverse ubicuo, con el potencial de seducir corazones y mentes. Esta seducción ocurre a partir de los mecanismos de proyección e identificación, los cuales dependen de la capacidad del director para utilizar el lenguaje audiovisual y así construir y guiarnos hacia el estado de ánimo, las ideas y los sentimientos que desea transmitir o provocar. Este artículo se enfoca en la práctica educativa, centrándose en el análisis fílmico en el contexto del aula. La pregunta que guió la investigación fue: ¿cómo se explicitan el concepto y el desarrollo de la competencia en la producción de medios? El objetivo fue demostrar el potencial educativo de la película "El niño que domó el viento" (2020) como apoyo para la comprensión del concepto de competencia. Por ello, se presentan reflexiones sobre la competencia y su relevancia para la vida personal, social, profesional y ciudadana. La metodología se basó en el análisis fílmico, abordando técnicas, sinopsis, detalles de escenas y la cadena de actos que construyen la narración. Esta película contribuye a que el espectador comprenda el concepto de competencia y su importancia, ya que explica cómo el protagonista aplica los conocimientos y habilidades que ha adquirido, combinados con sus valores, para resolver un problema de su comunidad. La relevancia de este artículo radica en mostrar cómo un análisis fílmico puede formar parte de las prácticas educativas para la enseñanza de conceptos desde la perspectiva de la educación en medios. Finalmente, la interpretación relaciona el problema real al que se enfrenta el protagonista de la película con los conocimientos, habilidades y actitudes movilizados para resolverlo.

Introduction

Educational practices, in general, can be developed using audiovisual resources. It is not new that these are used as an illustration or a complement, that is, educating with the media, what Fantin (2011) called instrumental perspective. The involvement of students with audiovisual language, used by cinema, for example, both in terms of expression and technique, can be fruitful, due to the potential of cinema to mobilize and destabilize beliefs, conceptions and certainties. As Xavier (2008) clarifies, cinema has a formative dimension proper to the various art forms, which play a decisive role in education (informal and everyday), besides being a more systematic part of the educational process, through the use of any film genre (fiction, documentary) in the classroom, with direct interaction with the teacher's discourse.

In education, cinema cannot be limited to holding debates about films, even if these include values, worldviews and knowledge, since "cinema is reduced to education for cinema itself and its imaginary" (Xavier, 2008, p. 15). Another important aspect to highlight is that the filmic image does not encourage the imitation and assimilation of models, especially with regard to violence, sex or any other subject that is considered sensitive by the watchful eye of religious institutions and the State. Films are not, according to Xavier (2008), promoters of simplistic mimicry.

We agree with Xavier (2008) and argue that such an approach requires the development of some kind of film analysis with the participation of the students and the teacher, the latter as a specialist in the topic addressed in the film. It is necessary to study the effects of films, as they can promote thought and provide communication, which takes cinema beyond entertainment.

The concept of competency, in turn, in addition to being present in management texts, has been used in official documents in the area of education, such as the Curricular Guidelines and the National Common Curriculum Base, among others. Instead of choosing a single definition of competency, two definitions are presented here that are similar and complementary, allowing for a better understanding. Le Boterf (2003, p. 11), starting from the business environment, points out that "[...] competence has no material existence independent of the person who puts it into action"; that it is "[...] an abstraction, certainly useful, but an abstraction"; and that it consists of mobilizing and combining a set of people's built-in resources (knowledge, skills and attitudes) and a set of their means (database, equipment, information, etc.) to apply to the situation or problem to be solved. Perrenoud (2000), in *Dez novas competências para ensinar*, based on Le Boterf (2003), summarizes the concept and applies it to teaching practice. In its definition, competence is the condition of a person when he or she mobilizes knowledge, skills and attitudes to solve a problem. Perrenoud (1998) points out that an individual's competence does not develop naturally, linked to his or her biological maturation. In order for it to develop, it is necessary to stimulate its potential. For these to be transformed into effective competence, learning processes are fundamental. And although the processes are the same for different subjects, different competencies will be developed. The importance attributed by Perrenoud (1998) to learning justifies the proposal of this article to seek ways to explain the concept of competence and contribute to its understanding.

In a very generalist approach, adaptable to various areas of life, Moretto (2013), a Brazilian educator, defines competence as the subject's ability to mobilize resources in order to address and resolve complex situations. By not referring to Knowledge, Skills and Attitudes as the resources to be mobilized, its definition remains very generic.

Parry's (1996) definition, quite similar and prior to that of Le Boterf (2003), was associated with the CHA Theory by some authors such as Hoffmann (1999), Dutra et al. (2000), Sandberg & Dall'Alba (2006), among others. It is necessary to emphasize that the competence cannot be named, but the knowledge, skills and attitudes that it mobilizes can be named. It is often confused with ability and/or cited together, without taking into account that, according to CHA Theory, ability is only one of the components of competence.

We note that Buckingham (2007, p. 192), in discussing media education, has already drawn attention to the need to "address the skills and competencies - the multiple literacies - demanded by contemporary forms of communication". Although in a perspective that dismisses skills as part of competence, he associated in his text criticality with respect to media production with the development of competence.

Years later, Ferrés and Piscitelli (2012) relied on the concept of competence to develop the dimensions of media competence, as can be seen in the following passage: "Media competence involves the mastery of knowledge, skills and attitudes related to six dimensions, from which the indicators are elaborated" (Ferrés & Piscitelli, 2012, p. 8). One of the skills necessary for media competence is to critically analyze the information disseminated in hypermedia, transmedia and multimodal media. This ability, together with the mastery of specific knowledge and attitudes, enables the development of media competence, which in turn contributes to the promotion of the intellectual autonomy of each individual.

What is proposed in this article may represent a step forward insofar as it integrates educational practice with media education. The possibility of audiovisual language contributing to the understanding of the relevant concept of competence - misunderstood by some, infamous to others, but undoubtedly current - is the subject of this article. Therefore, our objective was to explain the educational potential of the film "The Boy Who Tamed the Wind" (2020), as a support for understanding the concept of competence and, consequently, to help teachers develop strategies for the development of competence in students.

The Origin and Theory of CHA

Competence has been discussed for several centuries, from the perspective of different areas of knowledge (management, psychology, law, among others) and with different meanings. Mota (2021) conducted extensive research on the origin of the concept and noted that it underwent several transformations and, erroneously, its origin was associated with the administrative area. In the Roman Empire, we find the first mention of competence, used to identify a qualified soldier. Subsequently, it began to be used in the area of law to refer to someone with the ability to judge, and later it was associated with someone with the capacity to perform a specific job. The meaning of the term varies when compared between the English and French languages. In English, it is linked to the correct and expected behaviors to obtain results, while in French it is applied to the description of tasks, standards and expected results (Bagaeva et al., 2018).

The results obtained by Mota (2021) associate the origin of the concept, as it is currently understood, to Johann Pestalozzi (1746-1827), Swiss pedagogue, and his keys to learning: head (knowledge), hands (know-how) and heart (attitudes). Later, John Dewey, philosopher and pedagogue, built on Pestalozzi and reinforced the importance of acquiring skills, coupled with an aesthetic and moral sense, following the example of the Greek schools. Later, Benjamin Bloom, psychologist and pedagogue, together with a team

of teachers, published the Taxonomy of Educational Objectives, based on Dewey, and used the cognitive, affective and psychomotor domains. Currently, Benjamin Bloom is credited with creating competency around the CHA (Knowledge, Skills and Attitudes) Theory according to Winterton et al. (2006) and Lopes and Pinto (2010).

In legal documents in the area of education (Rulings, Resolutions, etc.), in Brazil and in the Organization for Economic Cooperation and Development (OECD), it is possible to perceive difficulties and confusion regarding the definition of competence. This fact, logically, hinders the understanding of the social agents responsible for the development of competencies, which constitutes a problem that must be faced in order to improve the conditions of the citizens of any country, in the resolution of daily challenges.

This article, that is to say, the analysis carried out here, is justified on the basis of this problem of reality. The film provides examples of demonstrations of competence in dealing with problems of different orders. Being a commercial film, made without educational purposes, therefore, a creation in the field of culture, it can be said that it is an example of a valuable didactic resource. First, explaining the manifestation of competence and the dynamics among its components, according to the CHA Theory, in the solution of real problems. Secondly, by analyzing the film, unveiling its narrative, scenic and conceptual elements and the relationships between them, one of the actions of media education becomes evident. This, in turn, is urgent and necessary in times of *fake news*^a, *analfanautas*^b and *prosumers*^c, being defended by Ferrés and Piscitelli (2012, p. 5) as a heritage to which people have a right.

Methodology

This study consists of a film analysis, based on a qualitative approach (Minayo, 2009).

We agree with Vanoye and Golliot-Lété (1994, p. 9) when they state that "Film analysis is not an end in itself". The purpose of this article is to demonstrate how to take advantage of the educational potential of film. Aumont and Marie (2020), in analyzing the process of film analysis, question the possibility of a pure "method" for that purpose, starting from the idea that there are several theories of cinema because films are "works in themselves, independent, infinitely singular" (Aumont & Marie, 2020). Considering this, for film analysis it would be necessary to appreciate and understand the work from specific analyses, such as textual, narratological, iconic or psychoanalytical.

According to Aumont and Marie (2020), the analysis can be done by applying three types of instruments: descriptive, which contribute to the apprehension and memorization of the film; citational, which reinforce the previous objectives; and documentary, which present information about the film from external sources.

Vanoye and Golliot-Lété (1994) noted that, in order to analyze a film, it is necessary to decompose it and then interpret it, which can be done in several ways. However, it is

^aThe Cambridge University Online Dictionary defines fake news as: "False stories that appear to be news, spread on the Internet or using other media, usually created to influence political opinions or as a joke."

^bThe anafanautas are: "[...] individuals who master the digital skills [...] necessary to interact with ICTs, but do not have sufficient media and informational skills to avoid their infoxification and structural disinformation present in the networks" (Romero-Rodriguez *et al.*, 2016), p.1).

^c"[...] Prosumers are individuals who consume, create, influence, resinify content, etc. Of course, all at the same time. These new subjects act and coexist in cyberspace, select their own media and develop their own content" (Santos, 2020, p. 3048).

essential to analyze the aspects that differentiate a film from a book or a play, that is, the elements of audiovisual language. The methodology applied here, according to Penafria (2009), is textual analysis, since the film tells a story and is already organized into dramatic units. Textual analysis is also corroborated by Aumont and Marie (2020), since they consider it legitimate to use fragments of the film as a kind of sample, an anticipation, from which the whole can be analyzed. The fragments must be clearly delimited and constitute coherent and consistent extracts, as well as being representative of the film. The citation tools we prioritized in this analysis were the plane-by-plane decomposition, the choice of sequences and their description, linked to the CHA theory. In addition, content analysis is used, since the construction of the film's narrative has a central theme: overcoming. The first objective of the analysis was to explain how the development and manifestation of competence, which is fundamental for overcoming difficulties, is constructed throughout the narrative; and secondly, to contribute to the understanding of competence from a conceptual point of view. Therefore, the description presents: a) some technical data and a synopsis of the film; and b) the details of the scenes and the sequence of each of the five acts that make up the narrative. In the interpretation, relationships are woven between the scenarios that allow characterizing the reality problem experienced by William and his community, which needed to be faced, and how William mobilized the elements of the CHA Theory (Knowledge, Skills and Attitudes) to solve it.

Results

The Boy Who Tamed the Wind (2020) is based on a true story of self-improvement that took place in Malawi, Africa in 2001. William Kamkwamba, played by Maxwell Simba, lives in precarious conditions and his family suffers from a severe water shortage. However, from the knowledge acquired in school and daily observation, William creates an alternative to solve the problems of his family and the community in which he lived. It achieves this by building a windmill that pumps groundwater, which ensures the irrigation of crops and, consequently, the survival of all.

The film uses panoramic views to highlight the vastness of the spaces and the grandeur of nature (exaggerated, arid, powerful) in contrast to the fragility of the people. The simplicity of the scenery and costumes accurately portrays the real conditions in which the community lived. The actors' interpretation is precise: affection, respect, pain and sadness are conveyed with great sensitivity. The narrative is divided into acts called: *Sowing, Cultivation, Harvest, Famine* and *Wind*. To facilitate the analysis of the film, the acts that compose it were organized in frames, using the abbreviations (m) for minutes and (s) for seconds.

Table 1
Planting ceremony

Act	Time	Scenes
Plantation	2m37s	Loss of grandfather.
	5m19s	Electronics repair.
	9m44s	Importance of William to be studying.
	16m07s	Family economic difficulties.
	17m55s	Search for debris in the trash.
	18m43s	Extraction of trees damaging the plantation.
	22m42s	Food hunting.
	25m06s	Repair of friends' radios.
	28m42	A device that generates power to light a beacon.

In the first act, some difficulties and possible solutions are presented. Among the difficulties are the loss of the grandfather, the leader who united the family; economic precariousness (lack of kerosene to study at night and pay school fees); and the myopic mentality - due to lack of knowledge - of some, which is detrimental to the sustainable management of agriculture. Possible solutions revolve around recognizing the value of study, i.e., knowledge, as fundamental to parenting and the behavior of William, who exhibits virtues uncommon in his community.

William repairs roofs and electronic equipment; he scavenges for debris to study mechanisms and create resources. His values, curiosity, perseverance and motivation allow him to develop skills to face teams that are completely alien to his reality. In addition, he earns the respect of his colleagues by solving a battery failure problem in order to listen to a game on the radio. William's skills and attitudes (values and virtues) are highlighted in the context of selling trees for burning and drying tobacco leaves. Although the community elder and William's family objected, the assembly decided to sell the wood, which had consequences for the balance and survival of their environment, thus revealing the real problem that William needs to solve: a farming community without knowledge.

The act ends with something intriguing to William: the science teacher's bicycle has a part, a dynamo, that generates power to keep the lights on while the rider pedals. A new idea planted itself in his mind, along with the knowledge he lacked.

Table 2
Growth Act

<i>Act</i>	<i>Time</i>	<i>Scenes</i>
<i>Growth</i>	38m52s	Dialogue with politicians on local problems.
	41m04s	Precariousness - screwdriver with cob handle.
	42m28s	Dynamo operation.
	43m16s	Negotiation to use the library.
	45m15s	Wind energy book.
	47m27s	Political discourse and attempted dialogue.
	52m03s	Help with harvesting.

In the *Growth* part, William's scientific knowledge and self-awareness flourish, but the complexity of the problem that affects the entire community is also detailed. Despite the precariousness, he continues to attend school and, in conversation with the teacher, begins to understand how the dynamo works. Although the teacher does not have all the answers to your questions, he instructs you to look in the library. However, because his parents cannot afford to pay for school, he is deprived of science classes and the use of the library. This problem is solved when William, deliberately using his argumentation skills, convinces the professor to grant him temporary access to the library. There, you will find more information, specifically about wind and wind energy.

The local community representative, an elder, recognizes the need for political support to solve the region's problems. William accompanies his father on a request for help from a bureaucrat. This encounter highlights the dilemma of being honest in a system where the hunger of the population seems naturalized by the government. William's father saw democracy as temporary, but hoped that the government would protect farmers through dialogue. However, he changes his mind when he witnesses an elderly man being assaulted for describing social problems. From that moment on, he decided to join the opposition to the government. Although he asks his son to help him with farming, as the plants begin to grow, William also increases his knowledge of the dynamo and wind power.

Table 3
Harvest event

<i>Act</i>	<i>Time</i>	<i>Scenes</i>
<i>Harvest</i>	52m 39	The harvest is scarce.
	53m15s	Sale of roof due to financial difficulties.
	54m05s	Political demonstrations.
	57m13	Expulsion from school.
	1h01	Theft of family food.
	1h04	Food shopping.
	1:09 a.m.	One meal per day.

The *Harvest* part dialectically intensifies the dramatic elements of the film, both the tragedy that devastates the community and the development of William's competence to solve the problem, explaining how knowledge, skills and attitudes are articulated.

Due to drought and flooding caused by tree extraction, the harvest is scarce. As an alternative to get money, the family sells the roof of their house to get more food, but grains turn out to be more expensive. Demonstrations are organized against the political decisions, and William's father joins them. Meanwhile, the family is assaulted and loses what little they have left to an invasion of hungry people.

In response to this complex situation, William puts his cognitive skills into action by observing the dynamics between those involved in buying and selling food and making decisions that allow him to purchase more. However, problems persist: William is expelled from school, and the family is forced to survive on only one meal a day.

Table 4
Hunger Act

<i>Act</i>	<i>Time</i>	<i>Scenes</i>
<i>Hunger</i>	1h12	Religious convictions challenged.
	1h14	Dynamo trade with sister.
	1h15	One less to eat.
	1h18	Windmill prototype.
	1h21	Demonstration of windmills.
	1h27	Bicycle request.
	1h30	Death of the dog by starvation.
	1h32	Questioning of losses.

In the act called *Hunger*, the family is devastated by the lack of food, being forced to stop feeding the dog, which dies of starvation. This intensifies the personal drama of William, who loses his friend and companion.

William convinces his sister to get the dynamo from the professor's bicycle. She succeeds, but decides to run away from home with the teacher to be one less mouth to feed in the family. Meanwhile, William builds a model windmill, demonstrating to his peers his understanding of the processes and how to improve them, with the possibility of drawing water from the well to irrigate the plantations.

However, when he presents his idea to his father with the help of his friends, it is rejected. The father's rigidity and lack of understanding are dealt with by William with patience, respect and empathy. However, when the mother learns that there is a possible solution, she begins to question her husband about the losses suffered: the land, the daughter, and expresses her desire to stop losing. She announces the arrival of the *wind*, which will break the father's resistance and change the course of events.

Table 5
Wind Act

<i>Act</i>	<i>Time</i>	<i>Scenes</i>
<i>Wind</i>	1h34	Conversation between father and son.
	1h36	Construction of the windmill.
	1h38	Demonstration of competence.
	1h42	The death of the old man.
	1h44	New dog and scholarship.

In the fifth act, after the father has reflected on the mother's arguments and realizes his ignorance, he manages to have a calmer conversation with his son and explains once again that his idea is promising. He then gains the support of his father, who appreciates what he has done despite his lack of understanding. The community comes together to build the windmill, relying on William's competence to resolve the complex situation. Together they begin to reap the fruits of the knowledge, skills and attitudes that have been mobilized.

The arid climate and the poverty of the environment in which he lives do not prevent William from possessing many virtues: curiosity, respect, courage, patience, empathy and perseverance, among others. These virtues are associated with the values of their community and family: solidarity, justice, collectivity and work. Virtues and values are articulated to compose attitudes, which are part of the resources needed to develop competence.

In terms of skills, he mastered the cognitive skills: observing, negotiating, searching for information, designing, selecting, organizing work and communicating his ideas; and the manual skills: sawing, welding, mending, among others, which allowed him to build the windmill with scrap metal.

Looking at the film, focusing on the competence and resources (knowledge, skills and attitudes) mobilized in practice, it is possible to see, in Table 6, the intensity of each of them. It is essential to recognize that a set of attitudes forms the basis so that, with a minimum of essential knowledge and a little more skill, it is possible to solve such a crucial problem.

Table 6
CHA theory in problem solving

<i>Film (as it was)</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes</i>
<i>The boy who tamed the wind</i>	⇒	↗	↑

The film is rich in lessons and parallels; for example, the scene of a bird building a nest and managing to protect itself and its family. William, by building the windmill, also manages to save himself and his family and community. This scene refers to what was commented by Barros (2014), who mentions that humans are different from cats, for example. Each individual makes decisions, faces dilemmas, difficulties and assigns values according to previous conceptions. That would be the price of freedom: to go beyond instinct. The author also sees trust as a value, since it is not always possible to make confirmations, which leads human beings to choose to trust or distrust.

Themes such as trust, dilemmas and difficulties can be observed in the film. William needs people to achieve what he has set out to do, which highlights the importance of teamwork and the pursuit of knowledge.

Westbrook (2010), in conducting a biography of John Dewey, reports that for the author, human beings learn when faced with challenging problem situations. Starting

from previous knowledge and associating it with wisdom, it is possible to create alternatives; that is, previous experience is adjusted to new challenges. Experience comes with effort, abstraction of problems and association with prior knowledge. In addition, John Dewey encouraged the planning of problem situations to work on in the classroom, such as the construction of models to apply knowledge about metrics and fractions. In this way, students would have the opportunity to actively participate in problem solving, which would require them to retrieve previous knowledge and strategies to achieve the desired results. Thus, school or day-to-day challenges can promote the development of competence, and the greater the challenge, the greater the competence achieved and demonstrated. Furthermore, for Castro (2013), when learning occurs, despite the problems solved and the education received, the learner's self-esteem is improved, which may result in the desire to continue learning to obtain more satisfaction in the face of new challenges.

Discussion and Final Considerations

The film *The Boy Who Harnessed the Wind* (2020) portrays the aridity of Africa through its images. Several scenes show the difficulties and precariousness faced by the characters. This background emphasizes the importance of problem-solving competence.

During William's life, he and his family went through hardships, facing loss, scarcity, hunger and disillusionment. However, he faced adversity differently from adults and peers. He sought knowledge, help and commitment, thus managing to lead and support the community in which he lived, transforming the reality of his family and changing the culture in Malawi. Today, the impact of its competence has transcended its environment and has reached several countries, including Brazil.

The analysis of the film makes it possible to identify the competition, how it develops, its elements and the dynamics between them, as well as how it manifests itself. From a didactic point of view, after the analysis, it is possible to affirm that the film, supported by the appropriate use of audiovisual language in the reconstruction of William's story, constitutes a valuable resource for understanding a concept that has caused (and continues to cause) confusion due to its abstraction and complexity.

Another relevant aspect is the emphasis -not explicit, but perceptible- on the importance of the Attitude-heart (values and virtues) in the development of competence. Altruism, perseverance, patience and empathy, among other virtues, along with life, family and the collective as values, allowed him to leverage his incipient Hands-Skills and seek the Head-Knowledge he lacked to mobilize them and solve the enormous problem that plagued that community. This emphasis suggests that education, as a social practice, anticipates the society to be built. The principles and values that are considered relevant for the citizens of the future are transmitted now. Therefore, this is the time to "seed" the universal values presented in the film.

Film analysis can be applied in various educational areas to promote the development of competence, understood as the mobilization of knowledge, skills and attitudes for problem solving. In this context, "attitudes" refer to the values that guide the decisions and behaviors of individuals in complex situations. For example, in the social sciences, film analysis can help students understand how historical and sociopolitical contexts influence characters' decisions, mobilizing their prior knowledge of history, analytical skills to interpret plot, and values vis-à-vis cinematic representations.

In the teaching of natural sciences, science fiction or documentary films can be used to stimulate reflection on the impact of technological advances and their ethical

challenges, favoring the application of scientific knowledge and the development of skills to address complex ethical problems. In literature, the comparison between a literary work and its film adaptation offers an opportunity for students to mobilize both their literary knowledge and interpretive skills, while reflecting on the values represented by the characters and their ability to face challenges.

It should be noted that one of the limitations of the application of the proposal developed here to other contexts or film analysis is that it requires a clear prior understanding of the concept of competence, as well as its bases -knowledge, skills and attitudes-. For example, it is common to confuse attitude with proactivity or skills with competence. These confusions would prevent the correct identification of this important human phenomenon: competition.

Finally, it is necessary to highlight the profound relationship between education and communication. Educational practice requires and consists of communication. On the other hand, it is difficult to think of a communicative act that does not affect ideas, values and behaviors, implying, therefore, an educational action; that is, these phenomena are complementary and interdependent. Thus, by making this relationship between communication and education explicit, it contributes to personal, social and corporate life.

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El potencial de la película “El niño que domó el viento” para enseñar el concepto de competencia

Westbrook, R. B. (2010). *John Dewey*. Coleção Educadores MEC, Fundação Joaquim Nabuco, Ministério da Educação. <http://bit.ly/3GqKyZj>

**THE URGENCY OF MEDIA EDUCATION IN THE AGE OF
DISINFORMATION: A CASE STUDY IN THE PERIPHERY OF SÃO PAULO
A URGÊNCIA DA EDUCAÇÃO MIDIÁTICA NA ERA DA DESINFORMAÇÃO: UM ESTUDO
DE CASO NA PERIFERIA PAULISTANA
LA URGENCIA DE LA EDUCACIÓN MEDIÁTICA EN LA ERA DE LA DESINFORMACIÓN:
UN ESTUDIO DE CASO EN LA PERIFERIA DE SÃO PAULO**

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ABSTRACT

Keywords:

media education, professional qualification, disinformation, CMCT, Itaim Paulista

This study investigates the urgency of integrating media education in the professional training of young people and adults in peripheral contexts, using the Municipal Center for Training and Training (CMCT) of Itaim Paulista as a case study, where it sought not only to identify the gaps in knowledge and skills in relation to media and information, but also to propose strategies for the development of a qualification course in media education adapted to local needs. The research employs a qualitative methodology, including focus groups with 21 participants, participant observation and document analysis. The results reveal gaps in media literacy, with excessive reliance on the authority of the source to assess the credibility of information. However, there is a high interest (91% of participants) in media education, where in the discussion we emphasize the urgency of media education. The study concludes by proposing the implementation of a qualification course in media education adapted to local needs, aiming to promote active digital citizenship and combat disinformation. It is recommended the implementation of a professional qualification course in media education, which not only teaches media production practices, but also fact-checking techniques and the construction of a better balanced media diet, as well as the training of educators and institutional partnerships to face the challenges identified and capitalize on the interest shown by the participants.

RESUMO

Palavras-chave:

educação midiática, qualificação profissional, desinformação, CMCT, Itaim Paulista

Este estudo investiga a urgência da integração da educação midiática na capacitação profissional de jovens e adultos em contextos periféricos, utilizando o Centro Municipal de Capacitação e Treinamento (CMCT) do Itaim Paulista como estudo de caso, onde buscou não apenas identificar as lacunas de conhecimento e habilidades em relação à mídia e informação, mas também propor estratégias para o desenvolvimento de um curso de qualificação em educação midiática adaptado às necessidades locais. A pesquisa

emprega uma metodologia qualitativa, incluindo grupos focais com 21 participantes, observação participante e análise documental. Os resultados revelam lacunas na alfabetização midiática, com dependência excessiva da autoridade da fonte para avaliar a credibilidade das informações. Contudo, há um alto interesse (91% dos participantes) em educação midiática, onde na discussão enfatizamos a urgência da educação midiática. O estudo conclui propondo a implementação de um curso de qualificação em educação midiática adaptado às necessidades locais, visando promover cidadania digital ativa e combater a desinformação. Recomenda-se a implantação de um curso de qualificação profissional em educação midiática, que não apenas ensine práticas de produção de mídia, mas também técnicas de fact-checking e a construção de uma dieta midiática melhor balanceada, bem como a formação de educadores e parcerias institucionais para enfrentar os desafios identificados e capitalizar o interesse demonstrado pelos participantes.

RESUMEN

Palabras clave:

educación mediática, cualificación profesional, desinformación, CMCT, Itaim Paulista

Este estudio investiga la urgencia de integrar la educación mediática en la formación profesional de jóvenes y adultos en contextos periféricos, utilizando como caso de estudio el Centro Municipal de Capacitación y Capacitación (CMCT) de Itaim Paulista, donde se buscó no solo identificar las brechas de conocimientos y habilidades en relación con los medios y la información, sino también proponer estrategias para el desarrollo de un curso de calificación en educación mediática adaptado a las necesidades locales. La investigación emplea una metodología cualitativa, que incluye grupos focales con 21 participantes, observación participante y análisis de documentos. Los resultados revelan brechas en la alfabetización mediática, con una dependencia excesiva de la autoridad de la fuente para evaluar la credibilidad de la información. Sin embargo, existe un alto interés (91% de los participantes) en la educación mediática, donde en la discusión se enfatiza la urgencia de la educación mediática. El estudio concluye proponiendo la implementación de un curso de cualificación en educación mediática adaptado a las necesidades locales, con el objetivo de promover la ciudadanía digital activa y combatir la desinformación. Se recomienda la implementación de un curso de cualificación profesional en educación mediática, que no solo enseñe prácticas de producción mediática, sino también técnicas de fact-checking y la construcción de una dieta mediática más equilibrada, así como la formación de educadores y alianzas institucionales para enfrentar los desafíos identificados y capitalizar el interés mostrado por los participantes.

Introduction

In today's digital age, the proliferation of disinformation poses challenges for society as a whole, threatening the foundations of democracy and social cohesion. This phenomenon is particularly worrying in contexts of socio-economic vulnerability, where access to quality education and reliable information resources can be limited. The district of Itaim Paulista, located on the outskirts of the eastern zone of the city of São Paulo, exemplifies an area where the need for media education is becoming increasingly urgent.

David Buckingham, one of the leading theorists in the field, states that "media education should not be seen merely as a protection against the negative effects of the media, but as an opportunity to empower individuals to actively participate in media culture" (Buckingham, 2003). He stresses the need to integrate media education into the school curriculum in order to develop critical analysis, creation and participation skills.

Ismar de Oliveira Soares, a pioneer of educommunication in Brazil, complements this view by emphasizing the importance of strategies that integrate communication and education. According to Soares, educommunication "promotes a learning environment where students become producers of content, not just passive consumers", reinforcing media education as a tool for social empowerment (Soares, 2014).

UNESCO, for its part, has promoted media and information literacy (MIL) as an essential human right in the 21st century. The organization defines MIL as "a set of skills needed to access, analyze, evaluate and create content in different contexts and platforms" (UNESCO, 2013). UNESCO advocates the emergence of MIL for the development of informed and democratic societies, empowering citizens to make informed decisions and participate fully in public life.

The potential of media education lies in its ability to transform individuals' relationship with the media and information. By developing critical skills, individuals become better able to identify disinformation and understand complex media contexts. In addition, media education promotes digital inclusion, ensuring that everyone, regardless of their socio-economic background, has the opportunity to engage with digital technologies in a meaningful way.

Media education, defined as the ability to access, analyze, evaluate and create content in various forms of media (Buckingham, 2019), becomes essential in this context to combat disinformation and promote active digital citizenship, considering that school, as one of the main spaces for literacy, cannot allow its students to pass through it without reflecting on media texts Nicacio (2019).

The COVID-19 pandemic has intensified the urgency of this integration, exposing weaknesses in information and communication systems, and highlighting the vulnerability of marginalized populations to misinformation, to which Santana (2021) emphasizes the need for media literacy especially for smartphone users, who have become the main source of information for many individuals.

Media education has gained increasing relevance in the contemporary educational scenario, especially in the face of the challenges posed by the age of disinformation. Buckingham (2019) argues that media education goes beyond simply protecting against the negative effects of the media, where he is incisive about the importance of developing a critical understanding and active participation in digital culture where media education has the potential to strengthen democracy. As highlighted by the Brazilian Strategy for Media Education (EBEM), the activities, actions, proposals and projects that involve media education should have the objective of "sustaining democracy, since media-educated people understand the importance of the plurality of voices in circulation and understand

their responsibility when interacting with information, whether as consumers or producers." (Social Communication Secretariat, 2023, p. 10).

In the context of youth and adult education (EJA), the integration of media education presents unique challenges and opportunities. Ribeiro, Baptista and Ribeiro (2021) argue that pedagogical guidance plays an important role in promoting the improvement of human conditions and life in society, guiding practices in a committed, personal and social way. This perspective is particularly relevant for the EJA, where students bring diverse life experiences and face specific challenges in accessing and interpreting information. The absence of professionals specialized in pedagogical guidance, as observed at the Itaim Paulista Municipal Training Center (CMCT), can negatively impact both pedagogical practices and teacher training (Libâneo, 2021), and this gap is especially worrying when it comes to implementing media education programs, which require a specialized and up-to-date pedagogical approach.

Manuel Castells (2003) highlights the challenges of the network society, emphasizing how information and communication technologies have fundamentally transformed social and economic structures. In this context, media education has become not just an educational tool, but a social necessity for full participation in contemporary society. The integration of media education in the professional training of young people and adults in peripheral contexts presents challenges that highlight the urgency of an education for and with the media (Soares, 2014) as a response to the challenges of the age of disinformation, especially in contexts of socio-economic vulnerability.

In the literature we researched, we identified a worrying gap in media literacy among EJA students, who are particularly vulnerable to misinformation and manipulation, a phenomenon aggravated by what Pariser (2011) calls the "filter bubble", where algorithms on digital platforms create personalized information environments, potentially limiting exposure to diverse perspectives and reinforcing pre-existing beliefs.

The proliferation of fake news and the so-called "infodemic", a concept first explored by the WHO and then by authors such as Silva (2022) and Ruschel and Boufleuer (2023), represent significant challenges for democracy and social cohesion. In this context, media education is not just limited to identifying false information, but encompasses a broader understanding of the mechanisms of information production and dissemination, including the role of algorithms and power structures in the media.

Sene (2021) emphasizes the need to adapt media education approaches to the Brazilian reality, taking into account the country's cultural, social and technological specificities. This includes addressing issues such as unequal access to technology and the diversity of cultural backgrounds present in the EJA. Our bibliographical research also revealed the importance of developing critical information evaluation skills, where media education in the EJA is not just about providing tools to navigate the digital information environment, but about empowering individuals to actively participate in building a more informed and democratic society. This study highlights the urgency of implementing comprehensive media education programs, tailored to the specific needs of EJA students, as a crucial step towards strengthening citizenship and democratic resilience in contemporary Brazil.

Method

This qualitative study focuses on a case study at the Professor Lenine Soares de Jesus Municipal Training Center (CMCT), located in the district of Itaim Paulista, on the outskirts of the eastern part of the city of São Paulo. The choice of this methodology is in

line with the perspective of Lösch, *et al.* (2023), who argue that qualitative research in education, especially in specific contexts, can provide experiences, insights and even the formulation of more assertive educational policies and practices.

Place of Study

The Centro Municipal de Capacitação e Treinamento (CMCT) Itaim Paulista plays a crucial role in the community by offering professional development opportunities in a region marked by socio-economic challenges. Located on the east side of São Paulo, CMCT serves a diverse population looking to improve their skills and increase their chances of entering the job market.

In addition to the courses on offer, CMCT Itaim Paulista stands out for its inclusive approach, allowing people of different ages and backgrounds to access education and training. This openness contributes to social integration and the empowerment of individuals, promoting equal opportunities. The CMCT's infrastructure is modest but functional, with 8 classrooms equipped to meet the needs of practical courses, as well as an auditorium and free space inside. However, the lack of a specialized pedagogical advisor represents a significant challenge. This professional could help adapt curricula to current market demands and implement more effective teaching methodologies that meet students' specific needs.

Despite these limitations, CMCT Itaim Paulista maintains a welcoming and supportive environment where students are encouraged to pursue their educational and professional goals. The dedication of the administrative team and school agents is evident in the continuous effort to improve the quality of teaching and expand the range of courses on offer, seeking partnerships with local companies and non-governmental organizations to further enrich student learning.

It offers a total of seven free courses, open to the community from the age of 14 and with no age limit: Administrative Assistant, Logistics Assistant, Confectionery, Cutting and Sewing, Home and Building Electrics, IT and Baking. The school has a lean administrative structure, made up of a school manager, a secretary and five school agents.

Students arrive at the CMCT following a voluntary registration process and a subsequent lottery for places. There are approximately 20 places per course, in a total of 25 classes. Those interested are from the neighborhood of Itaim Paulista and nearby districts, as well as neighboring cities such as Ferraz de Vasconcelos, Itaquaquecetuba, Guarulhos and Poá.

Participants

The participants in this study reflect the diversity and cultural richness of the local community. With ages ranging from 16 to 55, they bring a wide range of life experiences that enrich the learning environment. Many students seek professional training as a way of re-entering the job market or changing careers, while others want to improve their skills in order to advance in their current occupations.

Participants' previous educational experience varies considerably. Some have only completed elementary school, while others have completed high school and even technical courses. This variety of academic backgrounds contributes to a dynamic learning environment where students can share different perspectives and knowledge.

In terms of familiarity with digital technologies, there is also significant diversity. Some participants demonstrate proficiency in the use of digital tools, often using smartphones and computers for personal and professional purposes. Others, however, are just beginning to explore the digital world, which highlights the importance of the computer courses offered by the CMCT.

The focus groups held with the students were strategically divided to capture the experiences and opinions of students from different shifts. The morning and afternoon focus group included participants who generally have daytime availability, often balancing their studies with family responsibilities or other commitments. The afternoon and evening groups included students who mostly work during the day and are looking for professional training as an opportunity to grow after work.

The focus group involved 21 young people and adults enrolled in professional training courses at CMCT Itaim Paulista, groups that represented a diverse sample in terms of age, previous educational experience, familiarity with digital technologies and the shift they study. The school has three shifts (morning, afternoon and evening). A focus group with 11 students took place between morning and afternoon and another with 10 participants between afternoon and evening. The students were invited to take part in the study through a classroom invitation and an activity called "CMCT Experiences", where the students were able to get to know and experience a little of what each course offers.

At these times, we presented the objectives of the research and explained the data collection method, always making clear the relationship between research ethics and authorization from the Free and Informed Consent Form (FICF), as well as the Free and Informed Assent Form for students under the age of 18.

Data Collection

Data was collected using three main methods:

- Analysis of internal documents: Documents related to the curriculum, educational policies and audiovisual material produced by this school unit and its students were examined, as well as media content produced by the Municipal Department of Education of the city of São Paulo (SME SP).
- Participant observation: The researcher took part in classes and activities at the CMCT, observing the students' interactions with the media and technologies available.
- Focus groups: Two focus groups were conducted with the participants, using a questionnaire with a semi-structured script as a research tool to explore their perceptions of media and information, as well as their specific needs in relation to media education.

Data Analysis

The data collected was analyzed using a qualitative content analysis approach. The participants' answers were categorized and coded using Laurence Bardin's content analysis method, with the help of *Atlas.Ti*® software to identify recurring themes and patterns. This technique allowed us to understand the participants' perceptions, skills and needs in relation to media education.

Data analysis in the context of this study was based on the content analysis technique proposed by Bardin (2011), which involves a coding process that transforms raw data into meaningful units of information. This process began with pre-analysis, a preparatory phase in which the data was organized and hypotheses formulated. During this stage, according to the author, the researcher becomes familiar with the material collected, defining the documents to be analyzed and formulating the objectives of the analysis (Bardin, 2011).

We then explored the material, which is the most extensive and laborious stage. At this stage, the data is systematically coded, i.e. it is broken down into units of meaning which are then classified into categories. Bardin (2011) emphasizes that these categories

must be mutually exclusive and exhaustive, ensuring that all relevant information is captured and classified appropriately.

The third phase is the processing of the results, inference and interpretation. Here, the categorized data is analyzed to identify significant patterns and relationships. Bardin (2011) suggests that this stage is one of the most important for validating initial hypotheses and building new theoretical interpretations. This content analysis thus allows the researcher to extrapolate the data beyond what is immediately observable, perceptible and experienced in relation to the participants' behaviors.

In the context of the study carried out at CMCT Itaim Paulista, content analysis was applied to the data collected in the focus groups and participant observations. The emerging categories included themes such as the importance of media education, the barriers faced by students and their expectations of the courses on offer. Through content analysis, it was possible to identify that many participants valued media education as a means of improving their employment opportunities and social participation and realized through the exchanges of experiences in the focus group the importance of integrating this education into their curricula and professional training.

Ethical Considerations

All participants were informed about the objectives of the study and voluntarily agreed to take part. The information provided was guaranteed anonymity and confidentiality. The study was conducted in accordance with the ethical guidelines for research in education, submitted to Plataforma Brasil and approved by the research ethics committee under CAEE number 80140024.6.0000.0081 and opinion number 6.866.011.

Study Limitations

It is important to recognize that, as a single case study, the results may not be generalizable to all youth and adult education contexts. However, qualitative research in education allows the researcher to analyze educational issues in greater depth, transcending numbers to understand the meaning and essence of educational experiences.

Results

The results of the survey revealed interesting data on the relationship between students and media education and the digital information environment. Firstly, we noted the high level of interest in media education, with 91% of participants expressing a desire to attend a course in this area. This dialogues directly with what Baiense and Borges (2019) argue about media education as a fundamental right for citizen participation. This interest reflects a growing awareness of the importance of these skills among this audience, which we realize is not only eager to consume, but also to produce in the digital age.

The 5 categories of analysis that emerged from the research are directly related to what we also found in dissertations and theses in the field of media education carried out in Brazil over the last 5 years and give us an insight into the students' practices and perceptions. In the first of these, "use of media devices and platforms", there was a diversity of sources, including social networks, search engines and traditional media. In the second, "information credibility criteria", the participants showed strong confidence in the authority of the source and in corroboration by multiple sources. In the third, "verification practices", curiously, social networks were cited as verification tools, which

raises questions about the understanding of the role of these platforms in spreading disinformation. In the fourth, "democracy and citizen participation", the research revealed a connection between media education and democratic participation, in line with UNESCO's (2016) discussions on the importance of media literacy for citizenship. And in the fifth, "demands for media education", the interest in courses related to media creation (6.9% of registrations) indicates a demand for practical skills in this area.

A particularly interesting finding was the use of *YouTube* to verify historical facts, which highlights the use of social media platforms in the formation of historical and factual knowledge. This behavior suggests that social media platforms are not just sources of entertainment, but also play a role in educating users, a change in the way people access and validate information.

Traditionally, historical facts were verified through academic sources or textbooks. However, the accessibility and variety of content available on YouTube offers users a practical and visual alternative for exploring multiple perspectives on these events. This phenomenon also raises questions about the curation and quality of the information available on these platforms, and although YouTube offers a wide range of content, the accuracy and reliability of these materials can vary significantly. This highlights the importance of developing critical thinking skills in users, so that they can assess the credibility of videos and distinguish between factual and misleading information. In addition, the use of YouTube for educational and fact-checking purposes can influence the way historical knowledge is constructed and disseminated. Content creators (known as 'youtubers') have the power to shape historical narratives, often presenting information in a way that is accessible and engaging, but which may lack academic rigor. Therefore, this finding underlines the need to integrate media education into school curricula, enabling students to use these platforms beyond mere consumption with full credit. This includes teaching how to verify the authenticity of sources, understand the historical context and recognize potential biases in the content consumed.

Participant observation revealed practical behaviors in media use that were not always verbalized in interviews, emphasizing the importance of research methods that go beyond self-reporting. During the observation sessions, it was noted that many participants demonstrated intuitive skills in the use of digital platforms that were not mentioned during the focus groups. For example, several students navigated deftly between different social media applications, quickly switching between entertainment and information content, a practice that was not articulated verbally when asked about their media consumption habits. In addition, participant observation revealed discrepancies between the stated perceptions and the actual behaviors of the participants in relation to verifying information. While in the focus groups many claimed to check multiple sources before sharing content, in practice there was a tendency to share information quickly, often based solely on trust in the original source or emotional reaction to the content. The disparity between observed and reported behavior also resonates with the findings of Silva (2022) in his study on media use by adolescents, where digital practices often differed from the narratives presented by the participants.

Finally, we found that the results point to an urgent need for media education programs that address not only the critical consumption of information, but also the ethical and responsible production of content.

Perceptions of Media and Information

Participants showed a general awareness of the importance of the media in their daily lives, but also expressed substantial concerns about the risks associated with a lack of understanding of the media. One participant, identified as "C G1", expressed: "I think

we are running extreme risks, because the lack of knowledge is atrocious ignorance. Knowing, understanding and knowing how the media and the media work is fundamental for the preservation of collectivity, democracy and security in media-mediated environments", a perception that reflects the understanding of the relationship between media education and democratic participation, in line with Buckingham's (2019) view of the role of media education in promoting active citizenship.

Skills and Gaps in Media Education

Analysis of the responses revealed gaps in media literacy among the participants. Many reported never having taken part in formal courses on the subject, indicating an urgent need to develop critical skills to assess the veracity of information. When asked about the criteria used to judge the credibility of a piece of news or information, the participants showed a significant dependence on the authority of the source, as illustrated in table 1:

Table 1
Criteria used to judge the credibility of the source

Answer	Participants	%
Authority of the source (reputation of the author or media outlet)	16	31,37
Accuracy of the details provided	9	17,65
Presence of verifiable evidence	9	17,65
Style and quality of the text (grammatical errors, exaggerations, etc.)	9	17,65
Other	0	0
Total	43	

Note. Participants' answers, where they could write down more than one answer option.

This distribution suggests that although participants use a variety of criteria, there is a strong emphasis on the reputation of the source, which may limit their ability to critically evaluate information from lesser-known or alternative sources.

Interest in Media Education

A particularly encouraging result was the high level of interest shown by participants in a media education course, where 48% of participants expressed definite interest, 43% indicated that they might be interested and only 9% showed no interest. This result suggests fertile ground for the implementation of media education programs at CMCT Itaim Paulista, in line with Santana's (2021) view of the need for media literacy in youth and adult education.

Structural and Pedagogical Challenges

Documentary analysis and participant observation revealed structural challenges in relation to the design of this model of school unit, which operates with a lean administrative team, made up of a school manager, a secretary and five school agents where, notably, there is an absence of a professional dedicated to pedagogical guidance, which, according to Ribeiro, Baptista and Ribeiro (2021), can negatively impact both pedagogical practices and teacher training.

This structural gap presents an additional challenge for the effective implementation of media education programs, highlighting the need for a look that considers not only the curriculum content, but also the professional development of educators and the administrative structure of the institution.

Discussion and Conclusions

Perceptions and Media Awareness

The results obtained in this case study at CMCT Itaim Paulista reveal a complex interaction between the participants' perceptions of media and information, their current skills and the gaps identified in relation to media education. These findings offer us ideas for developing media education programs in contexts of socio-economic vulnerability.

The awareness shown by the participants about the importance of the media in their daily lives, as well as their concerns about the risks associated with a lack of understanding of the media, aligns with Buckingham's (2019) view of the role of media education in promoting active citizenship. The statement by a participant, referred to as "C G1", about the "extreme risks" associated with a lack of knowledge about the media resonates with Castells' (2003) perspective on the challenges of the network society.

This critical awareness is a promising starting point for the development of media education programs. However, as Santana (2021) argues, it is necessary to go beyond mere awareness, developing practical skills in media analysis and production.

Skills and Gaps in Media Education

The significant reliance on the authority of the source as the main criterion for judging the credibility of information, as evidenced in Table 1, suggests a limited approach to critical evaluation of the media. This excessive reliance on "authoritative" sources can leave individuals vulnerable to disinformation coming from sources.

Nicacio (2019) emphasizes the importance of developing critical analysis skills that go beyond simply checking the source. An effective media education program should therefore focus on developing a diverse set of evaluation skills, including cross-checking information, analyzing evidence and understanding the mechanisms of media production and distribution.

Interest and Potential for Media Education

The high level of interest shown by participants in a media education course (91% expressing definite or potential interest) suggests fertile ground for the implementation of such programs. This interest is in line with the vision of Freire (1967), who emphasizes the importance of education as an act of freedom and self-discovery.

The age, gender and socio-economic diversity of the public served by CMCT Itaim Paulista presents both challenges and opportunities, since this diversity requires a pedagogical approach that takes into account the varied experiences and contexts of the students and allows for the exchange of experiences and life perspectives unique to each age group.

The urgency of media education for students and professionals is reinforced by real cases and reports that highlight the dangers of disinformation. For example, during the outbreak of cases of Monkeypox, the popular monkey pox, the spread of misinformation about public health demonstrated how a lack of media literacy can have serious consequences, where the World Health Organization issued alerts^a indicating that misinformation negatively impacted safety measures, highlighting the need for critical skills in evaluating online information.

^a Wave of misinformation about Mpox causes WHO to issue alert . Available at <https://oglobo.globo.com/saude/noticia/2024/08/24/oms-faz-alerta-sobre-enxurrada-de-informacoes-falsas-sobre-mpox.ghtml>

In the context of CMCT Itaim Paulista, a qualification course that includes media education can enable students to become not only critical consumers of information, but also responsible producers of content. In areas of socio-economic vulnerability, such as the far east of the city of São Paulo, where access to accurate information and the ability to discern fact from fiction are deficient, it can generate community empowerment and the creation of channels and vehicles for active citizenship and the promotion of democracy.

Implementing a course focused on creating media content can also foster students' creativity and personal expression, allowing them to tell their own stories and address local issues through a critical lens. This not only enriches cyberspace with diverse perspectives, but also strengthens social cohesion by promoting mutual understanding and dialog.

In addition, reports on similar initiatives in other regions show that media education can significantly increase employment opportunities. Professionals who master digital communication skills are more valued in today's job market, which demands skills in digital marketing, social media management and audiovisual content production.

Therefore, the interest and potential of a professional qualification course at CMCT is clear. By integrating media education, the course can meet students' immediate needs, preparing them for the challenges of the job market and enabling them to contribute to a more democratic cyberspace, which not only benefits individuals, but also strengthens the community as a whole, promoting a society resilient to the growing waves of media and information manipulation.

Implications for Practice

Based on these results and discussions, we propose the following recommendations for the development of media education programs at CMCT Itaim Paulista and in similar contexts:

- Development of an integrated curriculum that addresses not only technical skills, but also critical thinking and digital civic participation.
- Implementation of pedagogical strategies that take into account the diversity of the target audience, using active and participatory methodologies.
- Investment in continuing training for educators, with a focus on media education and digital technologies.
- Establishing partnerships with local organizations and higher education institutions to fill the gap in specialized pedagogical guidance.
- Creating opportunities for students to apply their media education skills in practical projects relevant to their community.

Implications for Public Policies and Educational Practices

Based on the results of this study, we propose the following recommendations for public policies and educational practices:

- Curriculum integration: Media education must be integrated across the board in the curricula of youth and adult education, not just as an isolated subject, but as a fundamental competence in all areas of study.
- Training educators: It is necessary to invest in the continuing training of educators in media education, training them not only in technical skills, but also in critical and participatory pedagogy.

- Institutional partnerships: Establishing partnerships with civil society organizations, higher education institutions and technology companies can help bridge gaps in resources and *expertise*.
- Continuous evaluation and research: Implement continuous evaluation and action-research mechanisms to monitor the effectiveness of media education programs and adapt them to the changing needs of students and society.
- Digital inclusion policies: Develop policies that guarantee equitable access to digital technologies and the internet, recognizing that effective media education requires access to a variety of information sources.

Directions for Future Research

This study paves the way for several lines of future research:

- Longitudinal studies to assess the long-term impact of media education programs on participants' civic participation and employment.
- Comparative research between different socio-economic contexts to identify effective media education strategies in different environments.
- Investigations into the role of emerging technologies, such as artificial intelligence, in media education and their implications for the training of students and educators.
- Studies on the intersection between media education and its correlates, such as MIL (Media and Information Literacy), Media Literacy and Educommunication.

We end by emphasizing the urgency of media education to promote active citizenship and social inclusion in contexts of socio-economic vulnerability. By addressing the challenges identified and capitalizing on the interest shown by participants, it is possible to develop educational interventions that not only improve media literacy skills, but also promote active participation in contemporary digital society. As educators and researchers, we have a responsibility to continue exploring and implementing innovative approaches that empower all members of society to critically navigate the complex media environment of the 21st century.

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