CUADERNOS.INFO Nº 58
Versión electrónica: ISSN 0719-367x
http://www.cuadernos.info
https://doi.org/10.7764/cdi.58.68949

Received: 10-23-2023 / Accepted: 01-18-2024

Adolescents and educational policies for media literacy in Chile

Adolescentes y políticas educativas de alfabetización mediática en Chile

Adolescentes e políticas educacionais de alfabetização midiática no Chile

Patricia Jarpa-Candia, Universidad de Granada, Granada, Spain (patriciajarpa@correo.ugr.es)

Mario de la Torre-Espinosa, Universidad de Granada, Granada, Spain (mariodelatorre@ugr.es)

Francisco Javier Gómez-Pérez, Universidad de Granada, Granada, Spain (frangomez@ugr.es)

ABSTRACT | After the prolonged shift from face-to-face education to a distance learning model during the COVID-19 pandemic, educational practices in Chile changed, mainly mediated by information and communication technologies (ICTs). Following the return to face-to-face education, the permanence of media and digital technologies in the classroom is evident, generating a growing concern in the educational community to promote media literacy among students and teachers regarding the effective and critical use of ICT in the teaching-learning process. Within this culturally convergent context, the objective of this research is to analyze current educational policies in order to understand the state's vision of media education. To this end, we conducted a documentary content analysis of 42 texts that regulate compulsory education in Chile, consisting of laws, curricular foundations, and educational programs, using six dimensions for their categorization, which theoretically define media literacy. The results indicate an integrative view of the issues, with elements related to media literacy tending to be dominated by a technological perspective. It is concluded that, in the current media context, the guidelines related to media literacy in the school curriculum need to acquire greater prominence and focus, and to find a balance between knowledge, motivations and emotions in order to promote enriching spaces for interaction, expression and participation of students through media education.

KEYWORDS: media literacy, school curriculum, compulsory education, educommunication, cultural convergence, adolescence

HOW TO CITE

Jarpa-Candia, P.; Torre-Espinosa, M. & Gómez-Pérez, F.J. (2024) Adolescentes y políticas educativas de alfabetización mediática en Chile. *Cuadernos.info*, (58), NNN-NNN. https://doi.org/10.7764/cdi.58.68949

RESUMEN | *El prolongado traslado de la educación presencial hacia un modelo a distancia durante la pandemia por COVID-19 provocó un cambio en las prácticas educativas en Chile, las que fueron mediadas mayoritariamente por las tecnologías de la información y de las comunicaciones (TIC). Tras el retorno a la presencialidad, se evidencia la permanencia protagónica de los medios de comunicación y de las tecnologías digitales en el aula, generando en la comunidad educativa una creciente inquietud por fomentar las competencias mediáticas de estudiantes y de docentes respecto de un uso efectivo y crítico de las TIC en el proceso de enseñanza-aprendizaje. Ante este contexto culturalmente convergente, el objetivo de esta investigación es analizar las políticas educacionales vigentes para comprender la visión del Estado sobre la educación mediática. Para ello, se efectuó un análisis de contenido documental de 42 textos que regulan la enseñanza obligatoria en Chile, conformado por leyes, bases curriculares y programas educativos utilizando seis dimensiones para su categorización, que definen teóricamente la competencia mediática. Los resultados indican una mirada integradora de asignaturas, con elementos relacionados con la competencia mediática dominados preferentemente por una perspectiva tecnológica. Se concluye que las directrices relacionadas con la alfabetización mediática en el currículo escolar necesitan adquirir mayor protagonismo y enfoque en el contexto mediático actual, y encontrar un equilibrio entre saberes, motivaciones y emociones que permita promover espacios enriquecedores de interacción, expresión y participación de los estudiantes a través de la enseñanza de los medios.*

PALABRAS CLAVE: *alfabetización mediática, currículo escolar, educación obligatoria, educomunicación, convergencia cultural, adolescencia*

RESUMO | A prolongada substituição da educação presencial para um modelo a distância durante a pandemia da COVID-19 causou no Chile uma mudança nas práticas educativas, mediadas principalmente pelas tecnologias da informação e comunicação (TIC). Após o retorno à educação presencial, se evidencia a importância dos meios de comunicação e das tecnologias digitais na sala de aula, contribuindo a uma preocupação crescente na comunidade educativa chilena em promover as competências mediáticas de alunos e professores no que diz respeito ao uso eficaz e crítico das TIC no processo de ensino-aprendizagem. Dado este contexto culturalmente convergente, nosso objetivo é analisar as políticas educacionais atuais para compreender a visão do Estado em relação à educação midiática. Para isso, utilizamos a análise de conteúdo documental de um corpus de 42 textos que regulamentam a escolaridade obrigatória no Chile, composto por leis, bases curriculares e programas educacionais, usando seis dimensões que definem a competência midiática para sua categorização. Os resultados indicam uma visão integradora de disciplinas, evidenciando elementos relacionados à competência midiática dominados por uma abordagem tecnológica. Com isto concluímos que as orientações sobre alfabetização midiática no currículo escolar chileno precisam adquirir maior destaque e foco no atual contexto midiático, encontrando um equilíbrio entre conhecimento, motivações e emoções, a fim de promover espaços enriquecedores de interação, expressão e participação dos alunos por meio da educação midiática.

PALAVRAS-CHAVE: alfabetização midiática, currículo escolar, escolaridade obrigatória, educomunicação, convergência cultural, adolescência

INTRODUCTION

Education in Chile in a post-pandemic era

In Chile, the health emergency triggered by COVID-19 forced a prolonged shift of teaching from the classroom to distance learning, so teachers shifted their pedagogical strategies to resources delivered mainly through information and communication technologies (ICTs) (Fundación Educación 2020, 2021). Although face-to-face teaching gradually returned until it normalized from the 2022 academic year, distance learning in the pandemic period highlighted not only the existing socioeconomic disparities that affect students' connectivity and technological literacy (CEPAL & UNESCO, 2020), but also the growing dependence of the education system on the media (Mateus et al., 2022).

In recent years, Chile has experienced remarkable growth in digital development, thanks to the increase in access to computing devices and the expansion of Internet connectivity at home. According to the latest data from the National Socioeconomic Characterization Survey, CASEN, 75% of households had access to the Internet in 2017 (Subsecretaría de Telecomunicaciones, 2018), and this figure rose to 89.2% in 2022 (Bravo et al., 2023). A study conducted by the Agency for Educational Quality in Chile (Agencia de Calidad de la Educación, 2018b) also found that 77% of secondary school students had access to cell phones with internet, 62% used video games, 52% chatted, used social networks or watched videos while studying. At the same time, 85% of these students stated that technology and the use of the Internet not only served as a support for completing schoolwork or solving doubts, but also allowed them to develop their personal interests by learning new skills and abilities. This confirms the presence of these devices in the daily lives of students who are exposed to a dynamic, interactive and immediate media world.

Although young people display an ease with technology and could be classified as digital natives, i.e., experts, as they grow up in the world of new digital technologies (Prensky, 2001), studies show that they do not have the necessary skills that enable them to take advantage of ICTs to work and learn effectively in the information society. According to the International Computer and Information Literacy Study (ICILS) of 2018, a significant percentage of Chilean 8th grade primary students have a basic or low level of knowledge and functional use of information (54%), demonstrating the non-existence of these so-called digital natives within the population studied (Agencia de Calidad de la Educación, 2018a). In addition, the most recent result of the System for Measuring the Quality of Education in Chile (SIMCE), which comes from the assessment of 2nd secondary grade students in Language and Communication, shows a gradual decline in the level of reading comprehension of complex texts. They presumably attributed this result not only

to the effects of the pandemic, but also to the use of technology at home and the decrease in students' ability to concentrate (Agencia de Calidad de la Educación, 2023). This was a difficulty that was already evident in the system ten years ago, encouraging people from the academic field to deepen the pedagogical use of technology in educational practice.

From another perspective, the descriptive and quantitative study formulated by the National Television Council (Consejo Nacional de Televisión, 2018) provides information on the media literacy of Chilean adolescents aged 11 to 16. The results indicate an extensive knowledge of technologies and devices at the user level, but with a low degree of specialization; a low literacy in critical media use; ignorance of media regulation; and there is a clear difference between private school students and the rest, such as state and subsidized school students. The former are students who have a more critical view of technology, media and its relationship to daily life. It is possible that this last conclusion is due to the fact that these students have greater cultural capital, which is characteristic of the highest socioeconomic and cultural classes (Montaner-Bastías, 2021).

Although the pandemic forced the sectors involved in school education to develop and implement their own strategies and efforts to meet the challenges of the virtualization of education, the education system in Chile already had an infrastructure and basic technological capabilities that allowed it to partially overcome the digital divide. Enlaces, a State network of the Ministry of Education created as a program to improve the quality of education, was responsible for the design and implementation of ICT education policies in the country for more than 25 years until its closure in 2018. It was also responsible for promoting technological equipment and connectivity in primary and secondary educational institutions, improving the basic digital skills of students and teachers and promoting learning through digital technologies (Cabello et al., 2021; Claro & Jara, 2020). Subsequently, the Innovation Center –which was founded as a successor organization to Enlaces and is still active– expanded its functions and scope to other levels of education. Nevertheless, its vision does not focus specifically on a digital education policy, but rather on educational innovation to support learning, leaving aside the strategies to develop communication and information skills in digital spaces. They have delegated this task to the departments of the Ministry of Education, which are responsible for developing curricula and assessment tools (Claro et al., 2022).

The results of a recent survey on the use of the Internet and online activities of students between the ages of 9 and 17, conducted after the outbreak of the pandemic in the country and known as Kidsdonline Chile, showed that 58% of

children and adolescents receive their first Internet mobile phone before the age of 10. Compared to the previous data, the same study conducted in 2016 also found that access to the web for educational purposes has increased, both for school activities and informal learning. Thus, digital practices in the school context show important uses of ICTs such as searching for information to complete school tasks (87%), watching videos to study a topic covered in class (77%), using digital platforms for collaborative work between students and organizing study materials (76%). In addition, 66% of students say that their school carries out activities in class using mobile phones, but only a third of them state that their teachers carry out this action. According to the authors of the study, this indicates that there is a need to strengthen teachers' digital skills to manage these activities (Claro et al., 2024).

The analysis of educational activities carried out between 2020 and 2021 has shown that during this period, the role of digital technologies has expanded and deepened in all areas and at all levels of education policy. This has also allowed the emergence of new perspectives and experiences to become aware of the use and understanding of ICTs in learning environments (Claro et al., 2022).

Given the reality of the changing media ecosystem and educational context in Chile, the interest in media practices and their importance became evident in terms of the functioning of educational activities in the classroom, confirming the urgent need for students and teachers to deepen their ICTs skills in the educational sector. Even though consolidated working groups such as the AlfaMed network have developed and applied media literacy assessment tools in different Hispanic countries, evidence on this topic is still scarce in Chile (Andrada & Cabalin, 2019; Aydin, 2021; Carias Pérez et al, 2022; Condeza et al, 2019; Farias & Veliz, 2019; Halpern et al, 2020; Sandoval Rubilar et al, 2017). On the other hand, several studies have found that media literacy is limited in the compulsory curriculum (Aguaded & Montaner-Bastias, 2020; Mateus et al., 2019, 2022; Thibaut & Calderon Lopez, 2020; Valdivia et al., 2019).

In this school embedded in a mediatized society, it is important to consider the importance and influence of the media on students, who as an audience have access to the media to learn and to be entertained. Therefore, the question of the current ideology of the Chilean state in relation to media education in compulsory education arises, because a review of current policies that take into account the existing school context could reveal the need to adapt the presence and focus of these orientations in order to develop adequate competencies for effective interaction with media messages.

To answer this question, we will describe the extent to which the documents that regulate and guide schooling in Chile provide opportunities to promote media literacy. This analysis will focus on the guidelines issued by the State institutions responsible for education in the country for the period 2014-2023, specifically for compulsory education, which covers the teaching of 12- to 15-year-old students.

Media literacy at school

In a constantly evolving media ecosystem, content now flows through different media, complicating the communicative environment and changing the modalities of production, distribution and consumption of these media (Jenkins, 2008; Scolari, 2015). In this scenario, young people are no longer exclusively recipients of news, but assume an increasingly active role as prosumers, i.e., as producers and consumers of media content (Scolari et al., 2020; Toffler, 1980). On the other hand, the easy and immediate access to rich audiovisual content inherent to a hyper communicated society does not guarantee that they are willing to use these messages appropriately or beneficially (Aguaded & Montaner-Bastias, 2020; Caldeiro-Pedreira & Aguaded-Gómez, 2015). Evidence of these practices, combined with an understanding of the cognitive and emotional processes inherent in media interaction, challenges communicators and educators to reflect on the meaning of media education in the context of a multimedia and digitalized society (Ferrés, 2020; Jenkins et al., 2009; Scolari, 2018).

In education, the concept of literacy has traditionally been associated with the teaching of reading and writing. As a result of the changes in communicative processes brought about by technological progress and the massification of the media, both communicators and educators saw the need to introduce communication education. This would make it possible to expand the idea of literacy associated only with reading and writing and integrate the media as a new form of reading and writing (Livingstone, 2004; Scolari, 2016). This primitive link between education and communication has led to a variety of definitions that vary according to geographical context and era (Buitrago Alonso et al., 2017).

The academic literature on media literacy is a complex conglomeration of ideas that has led to a variety of interpretations or perspectives: starting with educommunication, which goes back to Marshall McLuhan's theories on communication and technology, and the contributions of Paulo Freire and Mario Kaplún in Latin America (Carpenter et al., 1981; Freire, 2007; Kaplún, 1998). The terms functional literacy, digital literacy, new literacies, media literacy and media and information literacy (MIL), proposed by UNESCO in 2005, are the most commonly used concepts on this topic (Barbas Coslado, 2012; Potter,

2010). Media literacy profiles itself as a dynamic concept shaped by the constant challenges posed by the evolution of media, from the old media such as radio or television to the new ones that have emerged thanks to digitalization (Koltay, 2011; Manovich, 2001).

In the context of a participatory culture in which people create, share and collaborate in the production of content, skills and knowledge are developed that allow them to carry out their activities critically, both in the digital environment and with the new forms of narrative and the different ways of consuming media (Jenkins et al., 2016; Martínez-Costa et al., 2018; Scolari, 2016). In this communicative panorama, schools are expected to take on a broader role than the mere provision and accreditation of learning content.

Schools, as a sociocultural institution, and in view of its original purpose of promoting a shared understanding of cultural symbols to facilitate the integration of their students into a social life (Biesta, 2019; Livingstone & Sefton-Green, 2020), they must be allowed to address both news production skills and critical media literacy in their teaching (Caldeiro-Pedreira & Aguaded-Gómez, 2015; Vernier et al., 2018). This work cannot be solely due to an interventionist strategy by teachers in the classroom, but must be a practice accompanied by educational policies and academic curriculum that both guides classroom practice and promotes teacher training and professional development in this area (Aguaded et al., 2018; Delgado-Ponce et al., 2021).

Furthermore, we understand media literacy in an educational context as the learning of competencies and skills necessary for students to understand the role and functioning of media and technologies in society, critically evaluate their content and use them to promote expression and participation. The competencies approach to media literacy has been widely researched. One of the leading proposals in the field of media education studies in Latin America is that presented by Ferrés Prats in 2007. In this study, six key dimensions associated with audiovisual skills were described. These dimensions were developed and perfected in studies by Ferrés and Piscitelli (2012) and Pérez-Rodríguez and Delgado-Ponce (2012) as indispensable dimensions and indicators for the acquisition of digital and media literacy. These six aspects include aesthetics, ideology and values, interaction processes, languages, production and dissemination processes and technology, which are divided into two areas: that of interacting with the messages they receive and that of producing their own messages.

MATERIAL AND METHODS

For this research, we have used descriptive content analysis of the documentary source. This analysis is deductive, as it uses a list of pre-established categories to identify and classify the elements present in the documents (Guix Oliver, 2008). The approach was qualitative, as it aims to identify and understand, through an in-depth analysis of the texts, the relevant aspects of media literacy contained in the educational policies and assessment indicators proposed by the Chilean State.

In defining the country's context, the study period was narrowed down to a ten-year cycle (2014-2023) in which the health emergency caused by COVID-19 began, allowing us to focus on the changes and challenges that have emerged during this period of educational transformation.

The sources of information used in this study mainly include official documents, legislation, educational programs and evaluation guides issued by the state institutions responsible for education in Chile, such as the Ministry of Education and the Agency for Educational Quality. We have also considered relevant national and international studies that address the issue of media literacy in Chile and that contribute to the understanding of the current situation. To achieve the objective of this study, we have worked on 42 official documents that regulate education in Chile. These documents are as follows: The General Education Law No. 20.370, the curricular bases from the 7th primary level to the 2nd secondary grade level, a four-year cycle aimed at teaching adolescents between 12 and 15 years old, and 40 study programs for ten compulsory subjects that are part of this educational period.

In the analysis of the curricular bases and study programs, the common general education was taken into account. It consists of ten compulsory subjects for all institutions: Language and Literature, English, Mathematics, Natural Sciences, History, Geography and Social Sciences, Visual Arts, Music, Technology, Physical Education and Health, and Guidance. Two other subjects that are also part of this cycle, Indigenous Language and Religion, were excluded from this study as they are not fully applicable to the entire student population of this educational section.

For the purposes of this study and the creation of an analysis matrix of the documents that make up the research corpus, the six dimensions proposed by Ferrés Prats (2007) were used as a reference for the categorization protocol. The dimensions are divided into 55 indicators according to the amount of analysis or interaction with the messages and the extent of their expression or production. These indicators served as pre-defined categories.

Dimension	Indicators
Languages	Understanding and using language in a variety of media environments and formats.
Technology	Knowledge and use of various tools of information and communication, understanding of the role these technologies play in society.
Interaction	Criteria for selecting and engaging with content based on one's own preferences, motivations and critical ability to evaluate it in terms of the characteristics of its production.
Production and dissemination	Knowledge of content creation and dissemination processes and the ability to create and distribute their own content.
Ideology and values	The ability to select and critically evaluate media content, understanding the ideological assumptions or intentions underlying it.
Aesthetics	Management of aesthetic criteria in the evaluation and creation of media messages.

Table 1. Summary of dimensions and indicators of media competence

Source: Own elaboration based on Ferrés and Piscitelli (2012) and Ferrés Prats (2007).

In these official documents, the information was first indexed, determining the level of education and the main units of analysis according to the title of the original section and its description in the texts consulted. These units correspond to major sections within the document. In this way, the following units of analysis were defined: subject, a section containing an introduction that defines the purpose of the theme for the cycle, its approaches or perspectives. Thematic units, which refer to the sections that group the content of each subject in a structured and organized way, evidencing the purpose, knowledge, skills and attitudes to be worked on, as well as the learning objectives as descriptive text and delimiters of the objectives and assessment indicators in each subject.

The defined units were divided into smaller segments called blocks. The types of blocks for the curricular bases were the following: introduction, exit profile, perspective, axis, ability, and attitudes. In the case of the learning units, they were the following: purpose, knowledge, skills, and attitudes. In the case of learning objectives, the blocks analyzed were: description and evaluation indicators. Then, each unit of analysis was given a unique identification code, which was categorized according to the dimensions reflected in the text. Subsequently, the frequency of occurrence of these codes was managed and analyzed using the programs Excel (v.16) and Nvivo (v.12).

ANALYSIS AND RESULTS

The Chilean education system is based on two fundamental pillars: The Political Constitution of the Republic of Chile of 1980 and the General Education Law (LGE) of 2009. This system is divided into four educational levels: pre-school, primary, secondary and higher education. According to the LGE, both the primary and secondary education levels are compulsory, which covers the school phase for children between the ages of 6 and 18.

Since the LGE came into force in 2009, the regulations that determine Chile's national curriculum have consisted of various curricular instruments. The curricular bases, as the main instrument of the national curriculum, define the essential learning content that students must achieve in their school career, while the programs and curricula act as mediators that facilitate the implementation of these bases in order to achieve their objectives.

In terms of objectives, the national curriculum recognizes overarching learning objectives and learning objectives. The former are derived from the general objectives proposed by the LGE. They are broadly defined and focus on the personal, ethical, social and intellectual development of students. These objectives go beyond the subjects and encompass various educational dimensions. On the other hand, the learning objectives, which also maintain relevance and coherence with the general objectives, are course- and subject-specific and define the annual expected learning outcomes. These objectives include knowledge, skills and attitudes to meet academic challenges and cope with daily life.

Guiding the analysis of the documents according to the aspects of media literacy and the development of their competences, articles 29 and 30 of the General Education Law No. 20.370 (2009), which regulate compulsory primary and secondary education, establish general objectives that teach the reflective and efficient use of ICTs to obtain, process and communicate information.

Along with this, in the analysis of the curricular bases and study programs for the 7th primary grade to 2nd secondary grade, a common objective is considered for all subjects directly related to media literacy. This transversal objective, known as information and communication technologies, aims to promote in students tools that allow them to develop in a digital world, to be competent and responsible and to use different sources of information and media to solve information, communication and expression needs, both at school and in their closest social environment (Ministerio de Educación, 2016).

In the evaluation of the documents, 1,162 units with 2,878 blocks of information were analyzed, distributed as follows: subject, 210 blocks; thematic units, 728 blocks, and learning objectives, 1,940 blocks.

In this classification by blocks, 970 learning objectives were identified, distributed across the ten subjects examined. Of these, the frequency of the 55 descriptors defining media literacy was examined, detecting the presence of 45 in the objectives analyzed. On the other hand, the texts defining each thematic unit were analyzed to discover the presence of a specific orientation towards the media.

Overall results by cycle from 7th primary grade to 2ndsecondary grade

The entire four-year cycle shows a frequency distribution as shown in figure 1: it can be seen that the technological dimension predominates over others, which indicates a more instrumental view of the use of ICTs. The ideological dimension, which focuses on the critical analysis of news, and the use of languages for interaction and self-expression via the media are also strongly represented. On the other hand, the aesthetic dimension is the one with the lowest presence compared to the other dimensions.

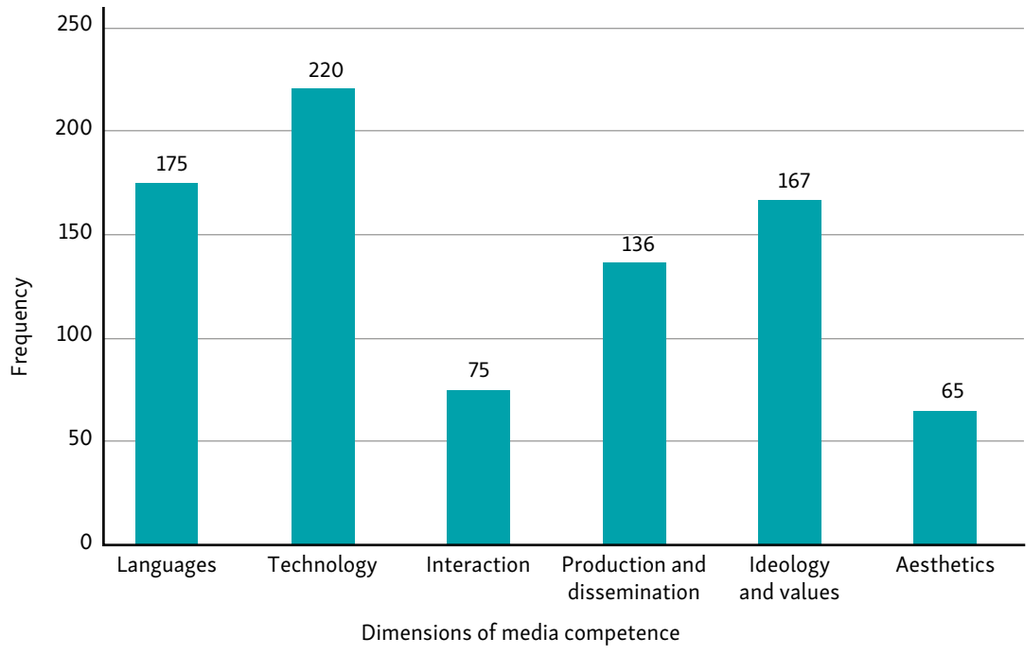

Figure 1. Presence of dimensions in learning objectives

Source: Own elaboration

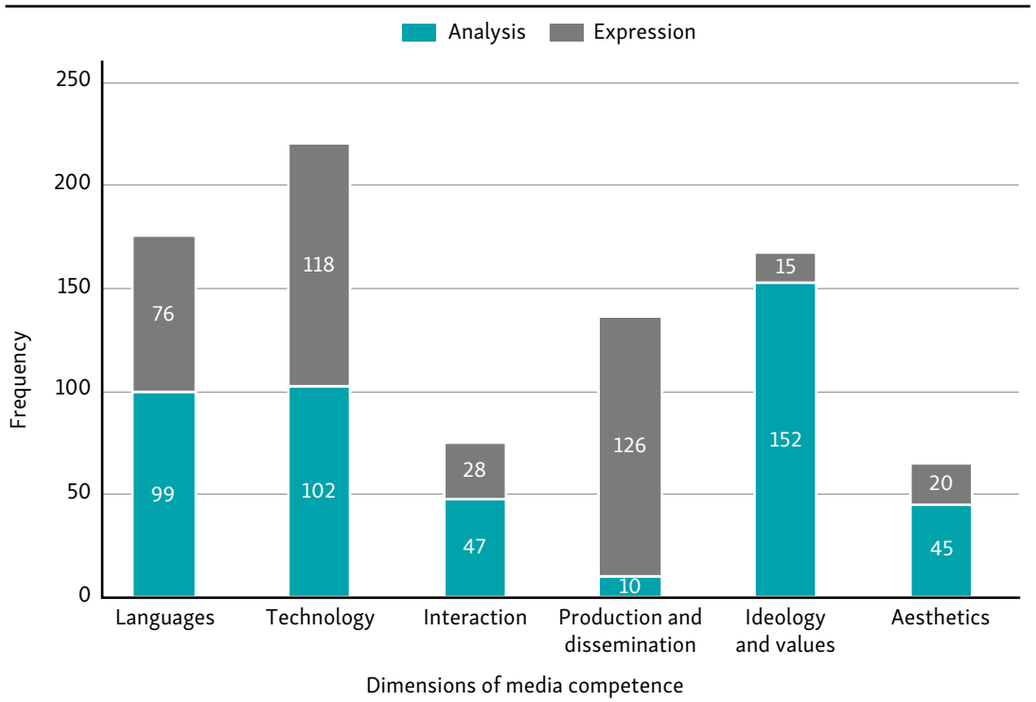

Figure 2. Presence of dimensions and scopes in learning objectives

Source: Own elaboration

Figure 2 shows how the analysis and expression aspects of each dimension are distributed internally in each dimension. In both the technological and language dimensions, a fairly balanced frequency can be observed between the competences of reception and production of messages. However, in the dimensions of aesthetics, ideology and interaction, the objectives of the curriculum give greater importance to the processes of analysis than to those of expression. In the dimension of production and dissemination, the area of expression clearly outweighs the area of analysis.

Subjects and the development of media competences

The presence of media literacy is reflected in the curriculum both in the learning objectives, which guide the development of media literacy, and in the learning units, which in some cases have a thematic reference to media and information technologies. Figure 3 shows the relationship between the dimensions in relation to the ten subjects assessed through the textual analysis of the learning objectives and the assessment indicators in each unit of analysis. From the diagram, we can deduce that the subjects that develop media literacy to a greater extent are Language and Literature, Visual Arts and English.

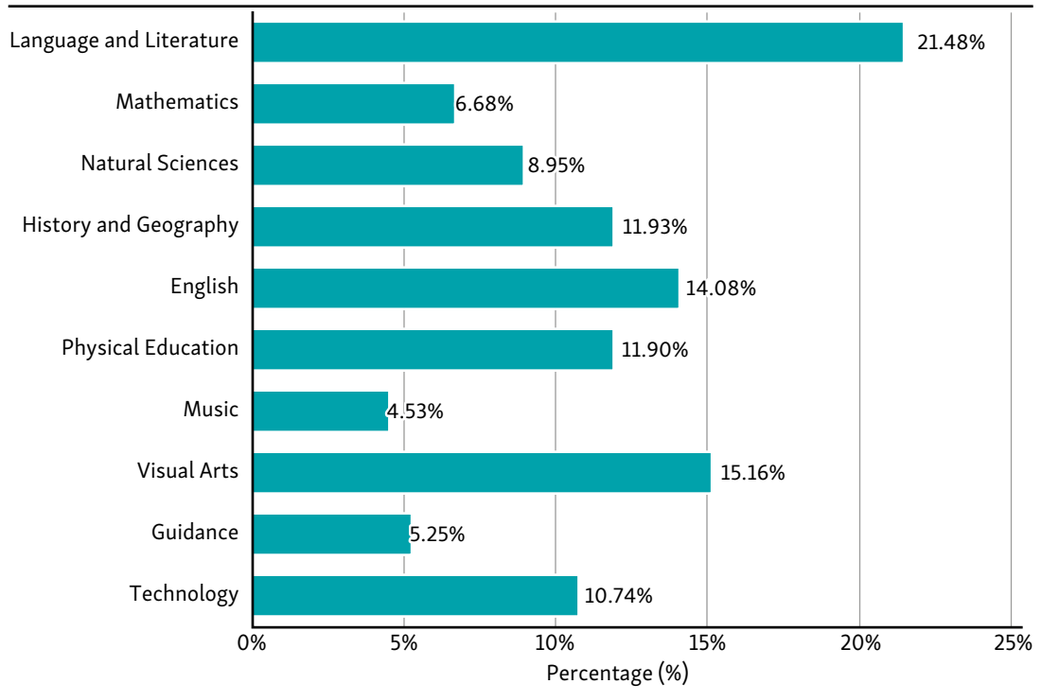

Figure 3. Development of media competence by subject

Source: Own elaboration

Figure 4 (next page) shows how the dimensions of media literacy are distributed according to frequency in the ten subjects.

In the language dimension, the subjects Language and Literature and English stand out. This is due to the clear focus of both subjects on the development of language in order to understand messages from different media and to be able to express oneself in a variety of systems of representation and meaning.

It should be noted that both Language and Literature and English devote complete units to media at all four levels of learning. This should encourage students to reflect critically and to read media content critically and analytically. They also promote the ability to use technology and media to create their own communicative messages and express their opinions.

In the technology dimension, the predominance of History and Geography is interesting, as the focus here is on understanding the importance of ICTs in society based on a historical review that runs as a theme through various learning units. Other subjects that stand out are English and Natural Sciences, which develop skills related to the use of tools that enable communication and the dissemination of news.

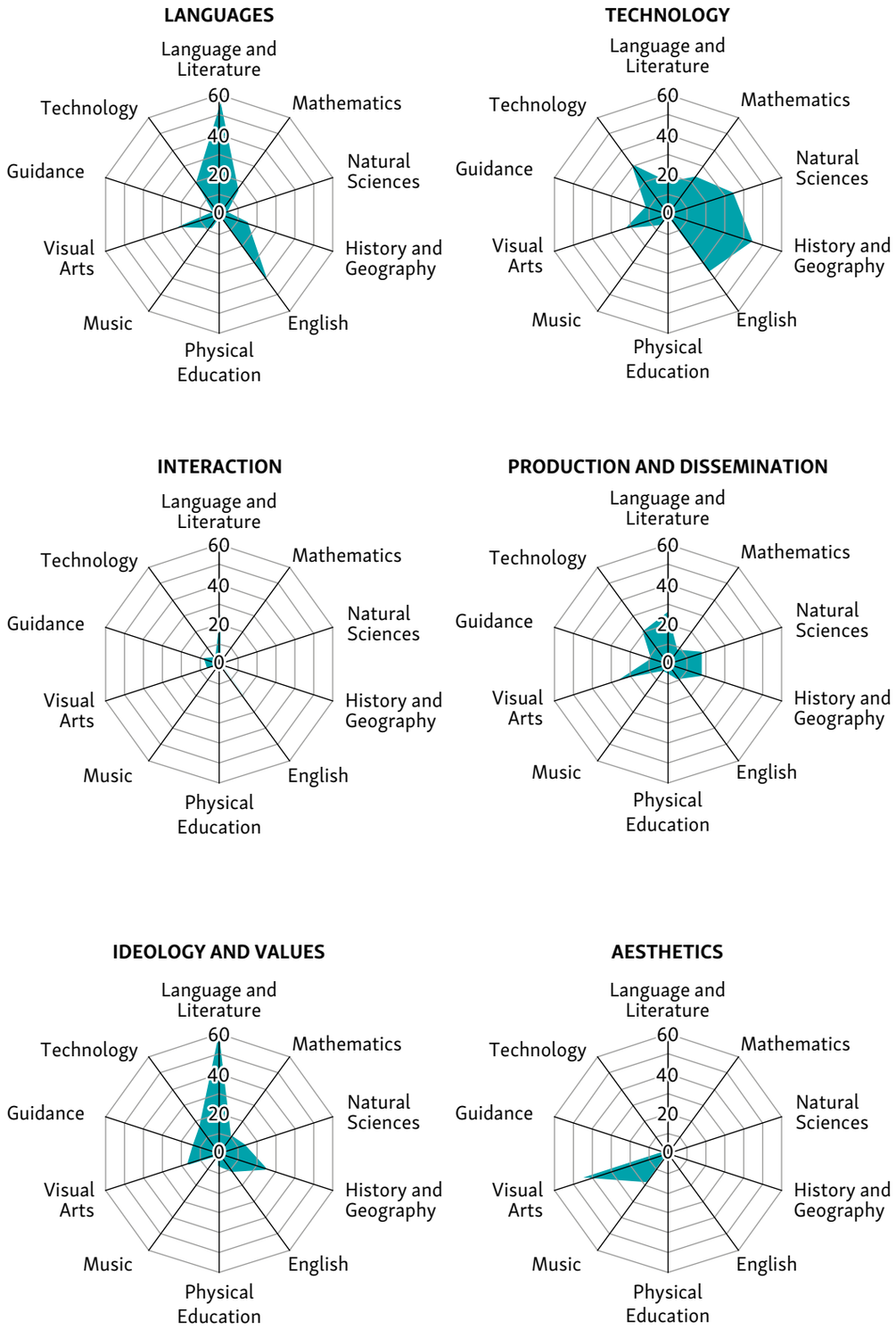

Figure 4. Presence of dimensions by subject

Source: Own elaboration

For example, as part of the historical review of the 20th century, learning units 1, 2 and 3 of History and Geography in the 2nd secondary grade year emphasize the importance and scope of the media at a national and international level. Their development and expansion over time, their integration into society as a means of disseminating art and mass culture, their influence on the perception of reality and their understanding as an instrument for empowering the population are understood.

We found another example of the application of this dimension in science in the 7th and 8th grades of primary school, where an objective was defined that promotes oral and written communication of knowledge gained through research and incorporates tables, diagrams, graphs and ICTs (Ministerio de Educación, 2016).

The subjects of Language & Literature and English again stand out for the frequency with which the interaction dimension is present in these subjects. English emphasizes the importance of learning this foreign language as a tool for understanding and appreciating messages from other cultures accessible through ICTs, and developing an understanding of different audiovisual formats. In addition, Language and Literature emphasizes the importance of being able to distinguish opinion from fact. This dimension is also evident in Guidance, which includes a unit at all levels dealing with relationships between people, either directly or through social networks.

In the dimension of production and dissemination, which refers to the ability to elaborate and disseminate media messages, the subject of Language and Literature has a great influence, followed by Technology and Visual Arts, mainly due to the promotion of the use of means of production. Here, the overarching objective at all levels in Language and Literature stands out: collaborative work, recognizing the contribution of others, together with a responsible use of ICTs that respects the property and privacy of the individual (Ministerio de Educación, 2016). In the subject of Technology, an objective of the 8th grade of primary school promotes the use of ICTs for the design, creation and communication of technological projects, taking into account ethical and audience-related aspects (Ministerio de Educación, 2016). These production processes are deepened in learning units such as digital art in 1st secondary grade or youth issues and contemporary media in 2nd secondary grade, which focus on experimentation and creation through digital art or audiovisual media.

The dimension of values and ideology is mainly developed in the learning objectives related to research skills, such as searching for information and checking the reliability of the sources consulted. The critical analysis of messages in recognizing stereotypes, their causes and effects should also be mentioned here. Language and Literature is the most developed subject in this dimension, followed by History and Geography. An example of this dimension can be found in an 8th

grade primary school objective for History and Geography, which promotes the study of subject contents through ICTs (Ministerio de Educación, 2016). In Language and Literature, a 7th grade primary school objective promotes the appreciation of media texts such as news, advertising or content on social networks, recognizing their explicit and implicit purposes and the presence of stereotypes and prejudices in these messages (Ministerio de Educación, 2016). On the other hand, the aspect of transmitting values appears in the subject of Physical Education and Health, promoting the use of media and ICTs for the dissemination of healthy habits and the implementation of drug and alcohol awareness campaigns.

Finally, the aesthetic dimension is addressed above all in the subjects of Visual Arts and Music, which shows that the focus is on the creation and dissemination of visual, audiovisual and aural forms of expression. Both subjects also contribute to the aesthetic appreciation of artistic expression and the media. An example of this approach is an objective in the subject of Visual Arts in the 2nd secondary grade: it promotes the development of visual projects based on a critical evaluation of aesthetic expressions linked to youth and social issues in different contexts and spaces, as well as another objective in the subject of Music at the same level. This objective promotes the critical evaluation of the recording and dissemination methods of music in different eras (Ministerio de Educación, 2016).

DISCUSSION AND CONCLUSIONS

This research examined the extent to which the Chilean school curriculum offers opportunities to teach media literacy. From the comprehensive view of learning provided by Chilean laws, the results indicate that there is a promotion of media literacy in the education of adolescents between the ages of 12 and 15. This manifests itself in a general objective that runs through all subjects and is specifically focused on the critical and effective use of media and information technologies. Similarly, students take Technology as a subject throughout the four years, one of the aims of which is to know how to use ICTs. This would indicate a more instrumentalist tendency in the use of media in the classroom, i.e., they are used as methodological tools oriented to the cognitive aspects, developing knowledge primarily, which is consistent with the results of other studies that have warned of the same characteristic (Andrada & Cabalin, 2019; Valdivia et al., 2019). Although this study places a clear emphasis on the technological dimension in its findings, it similarly recognizes the importance of other dimensions, such as languages and ideology and values. The dimensions of production and dissemination are also represented to a certain extent, while the dimensions of interaction and aesthetics hardly play a role. While this shows that media literacy is only partially

present in the curriculum, it also highlights the potential of subjects other than Language and Literature or Technology, which are traditionally seen as suitable for this purpose. By linking contents to critical reading skills, interaction and expression with the media, subjects such as Visual Arts, Music or History can also promote the development of an aesthetic and critical attitude towards the media.

COVID-19 has undoubtedly changed pedagogical practices and increased the use of media and ICTs to promote communication and teaching. These changes continue even after the health emergency and show the relevance that these technologies have inside and outside the classroom. If we look at the most recent evaluations on the use of technology, we can see that the results show that young people have a high knowledge of technological tools, but a low critical reading comprehension of the messages used by the media (Agencia de Calidad de la Educación, 2023; Claro et al, 2024; Consejo Nacional de Televisión, 2018). It is clear that the prioritization of technology should be reassessed. There is a disconnect between the use of technology in the classroom and that in non-formal educational contexts, where girls, boys and young people engage with topics and narratives that interest them, acquiring skills that schools can better harness (Scolari et al., 2020; Thibaut & Calderón López, 2020).

Likewise, the curriculum's strong focus on the dimensions of language and ideology and values does not seem to have an effective impact on student learning. Thus, it seems that the proposed content is only absorbed as knowledge without relevantly changing the students' understanding and critical attitude towards the media.

Today's media literacy must address both the technologies and the cognitive and emotional processes of those who interact with them (Ferrés, 2020). The competences related to media use must become more central to the curriculum in the current Chilean media context, providing a balanced process between knowledge, motivation and emotion that allows enriching spaces for student interaction, expression and participation to be promoted through media education. In this way, we will advance in building an education with the perspective of autonomous, meaningful and continuous learning that will serve as a foundation for future generations to be integrated into society as participating citizens.

This study is limited to examining only one of the variables impacting media literacy – current public policies – so future research should examine in depth the impact of other factors such as initial and ongoing teacher preparation in media literacy, their facilitation in connecting students to curriculum contents, the resources available in the classroom, and the specific assessment systems in this area that illuminate the possibilities for meeting the challenge of education in a culture of convergence.

FUNDING

R&D Project FicTrans *Transmedialization and hybridization of fiction and non-fiction in contemporary media culture* (2022-2025) (PID2021-124434NB-I00). Leading researchers: Domingo Sánchez-Mesa and Juan Ángel Jódar Marín. From 01/02/2023 to 31/07/2025. Knowledge generation projects, Ministry of Science and Innovation.

REFERENCES

Agencia de Calidad de la Educación. (2018a). *ICILS 2018. Entrega de Resultados* (ICILS 2018. Delivery of Results). Ministerio de Educación. https://archivos.agenciaeducacion.cl/PRESENTACION_ICILS.pdf

Agencia de Calidad de la Educación. (2018b). *Uso de tecnologías en estudiantes chilenos de II medio* (Use of technologies in Chilean secondary school students). https://bibliotecadigital.mineduc.cl/handle/20.500.12365/4530

Agencia de Calidad de la Educación. (2023). *Simce. Resultados Educativos 2022* (Simce. Educational Results 2022). https://s3.amazonaws.com/archivos.agenciaeducacion.cl/Simce+2022+Informe+Resultados+Educativos+tomo+I.pdf

Aguaded, I., Jaramillo-Dent, D., & Delgado-Ponce, Á. (Coords.). (2021). *Currículum Alfamed de formación de profesores en educación mediática: MIL (Media and Information Literacy) en la era pos-COVID-19* (Alfamed curriculum for teacher training in media education in the post-COVID-19 era). Octaedro.

Aguaded, I., Marín Gutiérrez, I., & Caldeiro Pedreira, M. C. (2018). Desarrollo de la competencia mediática en el contexto iberoamericano (Development of media competence in the Ibero-American context). *Revista Letral*, (20), 156-182. https://doi.org/10.30827/RL

Aguaded, J. I. & Montaner-Bastias, M. (2020). El dominio de la competencia mediática en escolares chilenos de la etnia mapuche (The domain of media competition in Chilean schoolchildren of the Mapuche ethnic group). *Temas de Comunicación*, (41), 44-58. https://revistasenlinea.saber.ucab.edu.ve/index.php/temas/article/view/4729

Andrada, P. & Cabalin, C. (2019). Percepciones sobre los medios de comunicación de profesores universitarios de la educación infantil en Chile (Perceptions about media in teacher trainers of early childhood education in Chile). *Observatorio (OBS*) Journal, 13*(2), 106-124. https://doi.org/10.15847/obsOBS13220191328

Aydin, M. (2021). Does the digital divide matter? Factors and conditions that promote ICT literacy. *Telematics and Informatics*, *58*, 101536. https://doi.org/10.1016/j.tele.2020.101536

Barbas Coslado, Á. (2012). Educomunicación: Desarrollo, enfoques y desafíos en un mundo interconectado (Media Literacy Education: development, aproaches and challenges in an interconnected world). *Foro de Educación*, *10*(14), 157-175. https://www.forodeeducacion.com/ojs/index.php/fde/article/view/22

Biesta, G. (2019). What Kind of Society Does the School Need? Redefining the Democratic Work of Education in Impatient Times. *Studies in Philosophy and Education*, *38*, 657-668. https://doi.org/10.1007/s11217-019-09675-y

Bravo, D., Castillo, E., & Hughes, E. (2023). *Competencias, demanda por capacitación y búsqueda de empleo en un mercado laboral en recuperación* (Skills, demand for training and job search in a recovering labor market). https://bit.ly/3P5Qqdk

Buitrago Alonso, A., García Matilla, A., & Gutiérrez Martín, A. (2017). Perspectiva histórica y claves actuales de la diversidad terminológica aplicada a la educación mediática (Historical perspective and current keys of terminological diversity applied to media education). *EDMETIC*, *6*(2), 81-104. https://doi.org/10.21071/edmetic.v6i2.7002

Cabello, P., Celis, J., Donoso, G., Godoy, L., & Claro, M. (2021). *Revisión comparada de políticas, planes, programas y buenas prácticas en Iberoamérica, para la integración de tecnologías digitales en educación escolar* (Comparative review of policies, plans, programs and good practices in Latin America, for the integration of digital technologies in school education, leadership and digital governance). CIAE.

Caldeiro-Pedreira, M. C. & Aguaded-Gómez, J. I. (2015). Communicative literacy and media competence in the hyper-communicative society). *Revista Digital de Investigación en Docencia Universitaria*, *9*(1), 37-56. https://doi.org/10.19083/ridu.9.379

Carpenter, E., McLuhan, H. M., Gubern, R. (1981). *El aula sin muros* (3d ed.) (Explorations in Comunication). Laia.

Carias Pérez, F., Gómez, Á. H., & Marín-Gutiérrez, I. (2022). La radio educativa como herramienta de alfabetización mediática en contextos de interculturalidad (Educational radio as a media literacy tool in intercultural contexts). *Revista de Comunicación*, *20*(2), 93-112. https://doi.org/10.26441/RC20.2-2021-A5

CEPAL & UNESCO. (2020). *La educación en tiempos de la pandemia de COVID-19* (Education in times of pandemic COVID-19). https://repositorio.cepal.org/handle/11362/45904

Claro, M. & Jara, I. (2020). The end of Enlaces: 25 years of an ICT education policy in Chile. *Digital Education Review*, (37). https://doi.org/10.1344/der.2020.37.96-108

Claro, M., Cabello, P., Alfaro, P., Morales, M., & Velásquez, M. (2024). *Transformando el sistema educativo para el aprendizaje digital. Aportes desde la Observación General N°25 del Comité de los Derechos del Niño y el estudio Kids Online Chile 2022*. https://www.unicef.org/chile/media/9266/file/transformando%20educ.pdf

Claro, M., Velásquez, L., Figueroa, C., & Pereira, S. (2022). *Políticas Digitales en Educación en Chile. Tendencias emergentes y perspectivas de futuro* (Digital Policies in Education in Chile. Emerging trends and prospects). UNESCO.

Condeza, R., Herrada-Hidalgo, N., & Barros-Friz, C. (2019). Nuevos roles parentales de mediación: Percepciones de los padres sobre la relación de sus hijos con múltiples pantallas (New parental mediation roles: Parents' perceptions of their children's relationship with multiple screens). *Profesional De La Información*, *28*(4). https://doi.org/10.3145/epi.2019.jul.02

Consejo Nacional de Televisión. (2018). *Alfabetización Mediática en niños y adolescentes chilenos* (Media Literacy in Chilean children and adolescents). https://www.cntv.cl/wp-content/uploads/2020/04/2alfabetizaci__n_medi__tica_en_ni__os_y_adolescentes_chilenos_2018.pdf

Farías, M. & Véliz, L. (2019). Multimodal Texts in Chilean English Teaching Education: Experiences From Educators and Pre-Service Teachers. *Profile: Issues in Teachers' Professional Development*, *21*(2), 13-27. https://doi.org/10.15446/profile.v21n2.75172

Ferrés, J. & Piscitelli, A. (2012). La competencia mediática: Propuesta articulada de dimensiones e indicadores. (Media Competence. Articulated Proposal of Dimensions and Indicators). *Comunicar*, *38*, 75-82. https://doi.org/10.3916/C38-2012-02-08

Ferrés Prats, J. (2007). La competencia en comunicación audiovisual: Dimensiones e indicadores. (Competence in media studies: its dimensions and indicators). *Comunicar*, *29*, 100-107. https://doi.org/10.3916/C29-2007-14

Ferrés Prats, J. (2020). Grandes carencias de la educación mediática (Great shortcomings of media education). *Temas de Comunicación*, (41). https://revistasenlinea.saber.ucab.edu.ve/index.php/temas/article/view/4726

Fundación Educación 2020. (2021). *3o Encuesta online: #EstamosConectados. Segunda parte* (3rd online survey: #WeareConnected. Second part). https://educacion2020.cl/wp-content/uploads/2021/10/EC3_segunda-parte.pdf

Freire, P. (2007). *Pedagogía del oprimido* (Pedagogy of the Oppressed). Siglo XXI.

Guix Oliver, J. (2008). El análisis de contenidos: ¿qué nos están diciendo? (Content analysis: what are they telling us?). *Revista de Calidad Asistencial*, *23*(1), 26-30. https://doi.org/10.1016/S1134-282X(08)70464-0

Halpern, D., Piña, M., & Ortega-Gunckel, C. (2020). El rendimiento escolar: Nuevos recursos multimedia frente a los apuntes tradicionales (School performance: New multimedia resources versus traditional notes). *Comunicar*, *64*, 37-46. https://doi.org/10.3916/C64-2020-04

Jenkins, H. (2008). *Convergence culture: Where Old and New Media Collide*. Paidós.

Jenkins, H., Ito, M., & Boyd, D. (2016). *Participatory culture in a networked era: A conversation on youth, learning, commerce, and politics*. Polity Press.

Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robison, A. J. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press.

Kaplún, M. (1998). Una pedagogía de la comunicación (A comunication pedagogy). Ediciones de la Torre.

Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, *33*(2), 211-221. https://doi.org/10.1177/0163443710393382

Livingstone, S. (2004). Media Literacy and the Challenge of New Information and Communication Technologies. *The Communication Review*, *7*(1), 3-14. https://doi.org/10.1080/10714420490280152

Livingstone, S. & Sefton-Green, J. (2020). *The Class. Living and Learning in the Digital Age*. New York University Press. https://doi.org/10.18574/nyu/9781479884575.001.0001

Manovich, L. (2001). *The language of new media*. MIT Press.

Martínez-Costa, M.-P., Moreno, E., & Amoedo, A. (2018). Mapa de la radio online en España: Tipología y caracterización en el contexto de los cibermedios (Online radio in Spain: Typology and characterization in the context of cybermedia). *Profesional De La Información*, *27*(4), 849-857. https://doi.org/10.3145/epi.2018.jul.14

Mateus, J.-C., Andrada, P., & Ferrés, J. (2019). Evaluar la competencia mediática: Una aproximación crítica desde las perspectivas pedagógica, política y metodológica (Assessing media competence: a critical approach from the pedagogical, political and methodological perspectives). *Revista de Comunicación*, *18*(2), 287-301. https://doi.org/10.26441/RC18.2-2019-A14

Mateus, J.-C., Andrada, P., González-Cabrera, C., Ugalde, C., & Novomisky, S. (2022). Perspectivas docentes para una agenda crítica en educación mediática post COVID-19. Estudio comparativo en Latinoamérica (Teachers' perspectives for a critical agenda in media education post COVID-19. A comparative study in Latin America). *Comunicar*, *70*, 9-18. https://doi.org/10.3916/C70-2022-01

Ley 20.370, de 17 de agosto de 2009, que establece la Ley General de Educación (Law 20.370, of August 17, 2009, which establishes the General Education Law). *Ministerio de Educación*. Santiago, Chile, 12 de septiembre, 2009, Nº 20.370. https://bcn.cl/2f73j

Ministerio de Educación. (2016). *Bases Curriculares 7° básico a 2° medio*. Unidad de Currículum y Evaluación Ministerio de Educación. https://www.curriculumnacional.cl/614/articles-37136_bases.pdf

Montaner-Bastías, M. A. (2021). Nivel de la competencia mediática en entorno escolar con restricción para el uso de dispositivos 'smartphone' (Media Competence Level in a School Environment with Smartphone Use Restriction). *Tripodos*, (46), 119-133. https://doi.org/10.51698/tripodos.2020.46p119-133

Pérez-Rodríguez, A., & Delgado-Ponce, Á. (2012). De la competencia digital y audiovisual a la competencia mediática: Dimensiones e indicadores (From Digital and Audiovisual Competence to Media Competence: Dimensions and indicators). *Comunicar*, *39*, 25-34. https://doi.org/10.3916/C39-2012-02-02

Potter, W. J. (2010). The state of media literacy. *Journal of Broadcasting and Electronic Media*, *54*(4), 675-696. https://doi.org/10.1080/08838151.2011.521462

Prensky, M. (2001). Digital Natives, Digital Immigrants. Part 1. *On the Horizon*, *9*(5), 1-6. https://doi.org/10.1108/10748120110424816

Sandoval Rubilar, P., Rodriguez Alveal, F., & Maldonado Fuentes, A. C. (2017). Evaluation of digital and pedagogical literacy in ICT based on the opinions of initial teacher education students. *Educacao e Pesquisa*, *43*(1), 127-143. https://doi.org/10.1590/S1517-9702201701154907

Scolari, C. A. (Ed.). (2015). *Ecología de los medios: Entornos, evoluciones e interpretaciones* (Media ecology: Environments, evolutions and interpretations). Editorial Gedisa.

Scolari, C. A. (2016). Estrategias de aprendizaje informal y competencias mediáticas en la nueva ecología de la comunicación. *Telos*, *103*. https://telos.fundaciontelefonica.com/archivo/numero103/estrategias-de-aprendizaje-informal-y-competencias-mediaticas-en-la-nueva-ecologia-de-la-comunicacion/

Scolari, C. A. (2018). *Alfabetismo Transmedia En La Nueva Ecología De Los Medios. Libro Blanco* (Transmedia Literacy in the New Media Ecology. White Paper). https://repositori.upf.edu/handle/10230/33910

Scolari, C. A., Ardèvol, E., Pérez-Latorre, O., Masanet, M. J., & Rodríguez, N. L. (2020). What are teens doing with media? An ethnographic approach for identifying transmedia skills and informal learning strategies. *Digital Education Review*, (37), 269-287. https://doi.org/10.1344/DER.2020.37.269-287

Subsecretaría de Telecomunicaciones. (2018). *Novena Encuesta de Acceso y Usos de Internet* (Ninth Internet Access and Use Survey). https://www.subtel.gob.cl/wp-content/uploads/2018/05/ppt_usos_may2018.pdf

Thibaut, P. & Calderón López, M. (2020). Learning and out-of-school literacy practices in the digital age: A rural approach. *Educacao e Pesquisa*, *46*, 1-20. https://doi.org/10.1590/S1678-4634202046217025

Toffler, A. (1980). *La tercera ola* (The Third Wave). Plaza y Janés.

Valdivia, A., Brossi, L., Cabalin, C., & Pinto, D. (2019). Digital Literacies and Practices from the Perspective of Youth Agency. Challenges for Education in Chile. *Pensamiento Educativo*, *56*(2), 1-16. https://doi.org/10.7764/PEL.56.2.2019.1

Vernier, M., Cárcamo, L., & Scheihing, E. (2018). Pensamiento crítico de los jóvenes ciudadanos frente a las noticias en Chile (Critical thinking of young citizens towards news headlines in Chile). *Comunicar*, *54*, 101-110. https://doi.org/10.3916/C54-2018-10

ABOUT THE AUTHORS

PATRICIA JARPA-CANDIA, Ph.D. candidate in Social Sciences at the Universidad de Granada. Her research interests include transmedia narratives and educational innovation through new media in the field of audiovisual communication and multimedia journalism. She has extensive experience in the production and post-production of films, television series, and documentaries. She currently works as a creative audiovisual professional, specializing in advertising campaigns, content creation, and graphic design.

https://orcid.org/0000-0002-3182-8375

MARIO DE LA TORRE-ESPINOSA, Ph.D. from the Universidad de Granada. Associate Professor at the Faculty of Communication and Documentation, and the Faculty of Philosophy and Letters. Researcher in the FicTrans project *Transmedialización e hibridación de ficción y no ficción en la cultura mediática contemporánea* (Transmedialization and hybridization of fiction and non-fiction in contemporary media culture) (2022-2025) (PID2021-124434NB-I00), he also coordinates the master's program in New Interactive Media and Multimedia Journalism. He has lectured at the Collège de France, the universities of Heidelberg, Konstanz, Buenos Aires, and Estadual do Rio de Janeiro, among others.

https://orcid.org/0000-0002-0027-8745

FRANCISCO JAVIER GÓMEZ-PÉREZ, Ph.D. in Audiovisual Communication (Universidad de Sevilla), professor at the Faculty of Communication and Documentation at the Universidad de Granada. Researcher in the project *FicTrans: Transmedialization and Hybridization of Fiction and Non-Fiction in Contemporary Media Culture' (2022-2025) (PID2021-124434NB-I00), leads the CommuniCAV research team Processes of Creation, Production and Postproduction in Audiovisual and Multimedia (PAIDI SEJ-585). He coordinated Políticas de impulso a las industrias audiovisuales* (Policies to promote the audiovisual industries) (2015) and is the author of *Consolidación industrial del cine andaluz* (The Industrial Consolidation of Andalusian Cinema) (2013).

https://orcid.org/0000-0001-7539-1681