

## PROMOTION OF MEDIA AND INFORMATION LITERACY IN THE EMERGING CONTEXT OF DISINFORMATION: PROPOSAL FOR ELEMENTARY EDUCATION

PROMOVENDO A LITERACIA MUDIÁTICA E INFORMACIONAL NO CONTEXTO EMERGENTE DA DESINFORMAÇÃO: PROPOSTA PARA O ENSINO FUNDAMENTAL

PROMOVER LA ALFABETIZACIÓN MEDIÁTICA E INFORMATIVA EN EL CONTEXTO EMERGENTE DE DESINFORMACIÓN: PROPUESTA DE EDUCACIÓN PRIMARIA

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### ABSTRACT:

Information literacy is an area that has always been concerned with the credibility of information, and today it is gaining more and more attention. Based on this context, the article presents research that seeks to link information literacy to media literacy. With the support of emerging curriculum, such as the one proposed by Unesco, pedagogical approaches for Elementary Education are presented, within the guidelines of the Common National Curricular Base (BNCC). It shows how it is possible to articulate the most common skills of the two literacy fields, and to relate them in applied works. The proposal can be a path for the development of autonomy in the face of the contemporary disinformation environment and responsible engagement in the new digital sphere, which requires the training of critical readers and ethical producers.

**KEYWORDS:** Information literacy; Media education; Digital literacy; Curriculum.

### Introduction

In the digital age, we are faced with new contexts that present themselves as challenges. The internet has become so popular in recent decades, and has provided a transformation in our society. Today, digital information and communication technologies are part of our daily lives, whether to build knowledge, to work, to entertain, to engage politically, etc.

In the midst of this, the internet has strengthened the collective intelligence processes, which Lévy (2003) characterizes by collaborative networks of people who connect around the same objective, whether to build knowledge, solve problems, etc.

The networks favor cooperative work in several aspects. In education, for example, one learns in a network through various resources, sources, people etc.

However, the collective intelligence scenario has been threatened by a process that we see emerging recently, which is the fragmentation of information, and the spread of false content (sometimes called "fake news").

Fake news, which can refer to news that is not true, made up stories, rumors, headlines that are click bait (called clickbaits) are not new facts. Darnton (2017) is one of the authors who resumes the emergence of pasquins, in the 16th century, in Europe, as examples of media that spread news of negative bias about public people, mostly false. Another example refers to the Canards, which were gazettes containing false information that circulated in France from the 17th century.

However, in the analysis of Delmazo and Valente (2018), fake news in the current context has a particularity: it spreads with more potential, especially in the online environment, which facilitates the circulation of false news.

Based on this, the purpose of this article is to present research results that sought to characterize, with authors of important reference, two areas of literacy - the media and information literacy - that become fundamentally important to face this true disinformation industry, considering that the contemporary educational scenario is in the process of reviewing its teaching and learning processes in different contexts based on the challenges that arise. There is a tendency, in these studies, for areas to look for common scenarios, one of which is the generation of curricula for the new panorama of use and dissemination of information in the 21st century. Educating for the reflective and critical use of information becomes a necessity fundamental and emerging, which meets a collective interest and for the common good.

Misinformation has consequences in several spheres of social life, which can influence decision-making, affect people's health and lead to irreversible conditions. Recently, due to the Covid-19 coronavirus pandemic - which has plagued several countries, with more than 30 thousand fatalities worldwide (Agência Folhapress, 2020) until the date of this research - fake news has influenced catastrophic attitudes. . In Iran - one of the countries most affected by the pandemic - between mid-February and March 2010, a rumor started that alcohol could fight the virus. Considering that the sale of alcoholic beverages is prohibited in the country, since it is a place that strictly follows the precepts of Islam, people - influenced by these false contents - decided to drink pure alcohol, used for cleaning, or contraband drinks. According to news reports in world media, more than 40 Iranians died from methanol poisoning (Aranha, 2020).

It is also worth mentioning as an example the impact of false news on public opinion at election time. A study by the United States' BuzzFeed News portal (Silverman, Strapagiel, Shaban, Hall & Singer-Vine, 2016) surveyed 20 lying news stories about the American election that had huge engagement on Facebook. According to the survey, there were 8.7 million interactions, including likes, comments and shares. As a comparison, the survey found that these interactions would have surpassed 7.3 million engagements also on Facebook of the 20 news considered to be true with greater repercussion from major newspapers and broadcasters, such as "The New York Times", "Washington Post" and CNN. Much of the fake news contained information that favored Republican Donald Trump, as found in the study.

False news has also contributed to stimulate xenophobic, discriminatory and intolerant attitudes. To illustrate one of the situations, there is a news story published on October 26, 2016 by a website called InfoWars<sup>1</sup>, that claimed that the Swedish government had banned the installation of Christmas lights on public roads so as not to offend Muslim immigrants. Although the website is famous for spreading false and alarmist stories, this news generated a lot of repercussions on social networks, as well as thousands of shares, accompanied by intolerant and violent demonstrations against Muslims. This fact was reinforced since it was always a tradition for Sweden to install Christmas lights in cities, and such a ban would be associated with the Muslim community. However, Muslims had nothing to do with it - it was, in fact, a security decision and expenditure restraint for that country's public administration.

Through these examples - which are just a few among many - it can be seen that the current disinformation scenario is not something that should be underestimated. The problem of fake news crosses borders, affects various types of situations and audiences. It may be able to influence the outcome of an election and even decisions that lead to death, intolerance among peoples, etc.

In this sense, global organizations such as the United Nations Educational Organization (Unesco), and also the International Federation of Library Associations and Institutions (IFLA) have defended the articulation of two literacy fields, media literacy and information literacy - in Portuguese, media literacy and information literacy, or else media literacy and information literacy. Both fields offer skills to face common scenarios, such as information assessment, which is reinforced in the digital

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<sup>1</sup> The content in question can be accessed through the link, on the InfoWars website: <http://www.infowars.com/sweden-bans-christmas-street-lights-to-avoid-offending-muslim-migrants/>. Accessed on: December 30, 2018.

scenario (Lee & So, 2015). Thus, it is possible to gather important skills from both areas in tackling fake news.

Thus, this research provides support by associating media and information literacies, and suggests a roadmap for Basic Education teachers, specifically elementary school teachers, to follow in pedagogical activities that involve critical evaluation of information, including for school research contexts, in that students come into contact with a majority of sources of information and do not always have the resources and skills to critically assess these sources, making a random selection.

Critical information assessment and interpretation skills are emerging to ensure literacy in the digital society. And, as much as children and adolescents are very skilled in accessing new media and technologies, they lack criticality, search, comparison and information evaluation skills. One of the researches that problematize this is that of Stanford University, in the United States, which found that elementary and high school students, as well as higher education students, are unskilled in being able to differentiate news produced by reliable sources from true "advertisement" propagations. and fake content on the internet (Wineburg, McGrew, Breakstone & Ortega, 2016).

Of the sample, there are 7,804 students from elementary and high schools and colleges. In one of the tests carried out during the research, students had to identify the reliability of information from news calls on a magazine's website, differentiating them from the advertisements and content that were sponsored. The study, according to Wineburg et al (2016) revealed that 80% of them were unable to point out the differences between the content - they did not know how to explain when a "news" was sponsored, for example.

In another situation, respondents had to identify whether a publication with a photo of deformed flowers was true. It was a photograph with flowers supposedly genetically modified, due to radiation exposure from the Fukushima nuclear plant in Japan.

The photo, which had no known source, had no indication that it had been taken near the Japanese plant. There was also no information that showed that the deformations had, in fact, been caused by radiation. Despite this, about 40% of the young people interviewed stated that they believed in the publication, as there were enough elements that confirmed its veracity.

According to the research report, the expectation was that elementary school students would be able to differentiate between advertising and news, and that high

school students would be able to recognize the source of the content presented. Another expectation concerns the university public, who, when visiting a “.org” domain address, for example, would be able to identify who is behind the site, and that this site presents only one side of a controversial topic.

That said, the main precepts of the two areas - media and information literacy (or media and information literacy) - are presented below, and, soon after, an educational path geared towards Basic Education and to meet training demands in the digital landscape.

### **Dialoging with literacies and the context of disinformation**

This work is the result of several qualitative researches between 2014 and 2019 carried out by the author, which aim to articulate media and information literacy. This is a relatively new topic, considering that UNESCO (Wilson, Grizzle, Tuazon, Akyempong & Cheung, 2013) was one of the first international organizations to speak out on. Soon, other entities began to take a stand, considering the two literacy fields essential for the current era of reading and information production.

Based on a bibliographic research and explanatory reading based on Salvador (1973), we sought to characterize the two fields, focusing on the relationship between media and information literacy, seeking scenarios in which the two areas could have their skills combined, and how they would be combined. At this moment, the objective is to gather the results of these researches and show their usefulness and maturity for applied work, especially in Basic Education.

Research on the union of the notions between media and information literacy is very favorable for the scenario of disinformation that contemporary society faces. Thus, it is proposed to relate research to didactic projects in the classroom that deal with current situations of the information society.

The strong performance of fake news on social networks shows trends in behavior among users who reinforce the consumption of this information. One of them, which was even discussed in November 2016 during the Global Week of Media and Information Literacy (MIL), led by Unesco in cooperation with the General Assembly of the Global Alliance for Media Partnerships and Information

Literacy (GAPMIL)<sup>2</sup> - is that messages, when associated with emotions, have more power to influence public opinion than facts, that is, information presented in a more objective way. Another factor, demonstrated in several studies from psychology on confirmation bias, such as those by Joshua Klayman (1995), and Raymond S. Nickerson (1998), point out that people easily accept information that is in accordance with their prejudices and beliefs, even if it is vehemently false.

It remains to focus on traditional means of information, which do not always disseminate "false news", but edited on purpose, in order to favor this or that group, political or economic interests. That is, when reading a report on a topic considered controversial (for example, the legalization of marijuana in Brazil), in sources considered naturally credible, the content may not be the best option to be well informed. By having contact with only one point of view, we also form distorted and limited opinions on a certain subject or fact.

Through these problems around information and the scenario that we live in today - in which so much information and news has never been consumed - there is also a need to develop skills for better coping with "informational chaos". As already mentioned, world organizations such as the United Nations Educational Organization (Unesco), and also the International Federation of Library Associations and Institutions (IFLA) have focused their attention on the articulation of two areas - information literacy and media literacy - considered essential for today.

Information Science is one of the areas that has been concerned with the issue of information literacy - or else, information competence / information literacy. In 1974, Paul Zurkowski, then president of the Information Industry Association, was one of the first to introduce the concept of "informational competence" during the National Commission on Libraries and Information Science (NCLIS). Zurkowski (1974 cited by Spitzer, Eisenberg & Lowe, 1998, p. 22), at that time, already stated the following:

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<sup>2</sup>Points discussed during the event were reported on the Unesco website: [http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/celebrations\\_of\\_the\\_global\\_mil\\_week\\_2016\\_around\\_the\\_globe/](http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/celebrations_of_the_global_mil_week_2016_around_the_globe/). Accessed on: January 10, 2020

People trained in applying information resources in their work, can be called competent in information. They learned techniques and skills to use the wide range of informational tools, in addition to identifying the primary sources of information to solve their problems.

Over decades, it was possible to perceive that informational literacy gained several bias according to the point of view of several researchers, from the historical, scientific and social context. As analyzed by the Brazilian researcher in the area, Dudziak (2003, p. 24), the notion of informational competence began to appear more comprehensive and not only focused on accessing or using information in an isolated way, but related to decision making and Problem solving. There are still those who related the concept to democracy:

In addition to enabling greater effectiveness and efficiency at work, informational competence is necessary to guarantee the survival of democratic institutions. All men are equal, but voters who are competent in information are in a position to make smarter decisions than citizens who are not competent in information (Owens, 1976, quoted by Spitzer, Eisenberg & Lowe, 1998, p. 22).

Behrens (1994, p. 310) indicated a somewhat interesting meaning for informational competence, little seen in the field of Library Science. This concept was said by Cees Hamelink, a consultant in mass communication in the States of America, who used the expression "informational competence" to allude to the freedom of subjects in the face of the manipulative effect of the media. The central point was "to give people the opportunity to make their own decisions, within their own contexts, in the face of news events" (Behrens, 1994, p. 310).

Representative bodies in the area also presented their descriptions of informational competence, such as the ALA - American Library Association (1989, p. 1), highly recommended:

To be competent in information, a person must be able to recognize when he needs information and must have the ability to locate, evaluate and effectively use the information [...] People competent in information are those who have learned to learn. These people know how to learn, because they know how the information is organized, they know how to find the information and how to use it, so that others can learn from them.

After these explanations, it is impossible not to associate information literacy with education. Carol C. Kuhlthau (2004) was one of the important researchers who drew attention to the relationship between information competence and education. For the author, it is necessary to integrate informational competence into the curriculum and work of this nature must be in harmony with the informational universe of apprentices (Mata, 2009). Kuhlthau (2004) is one of those that make reference to the media as a source of information. She considers, for example, that one of the main sources of information for a child is television. Among other authors in the field, Campello (2005) organized a book in which several authors discuss information sources such as newspapers, television, internet etc., thus showing the concern of the area to substantiate and discuss the sources that cover the various forms of registration developed for the man.

Therefore, there is a tendency for researchers in the area of information literacy to study the range of information sources available today, which goes far beyond the traditional sources of libraries and the academic universe. To be more comprehensive in this sense, the area of information literacy can intertwine with knowledge from other areas. One of the important contributions may come from the area of research called media literacy, based on Hall (2003), Buckingham (2008 and 2019), Zanchetta Júnior (2009), and other authors.

In this area of study known internationally for media literacy, we also come across different terminologies, such as media-education, media literacy, media literacy, critical reading of the media, educommunication, media education, media education, among other terms.

Anyway, this area is characterized by being an interdisciplinary field of knowledge that is concerned with developing ways to teach and learn relevant aspects of the insertion of the media in society. We can take as a subsidy the approach given to media education by the Vienna Conference (quoted by Zanchetta Júnior, 2009, p. 1,105):

Education for the media (...) includes the printed word and the graphic part, the sound, as well as the fixed and moving image, conveyed by any type of technology; undertakes to make the person capable of broadening the understanding about media communication used in the society in which he lives, the way in which this communication is conducted, and implies mastery over the use of different means for communication with other people; [also includes that] people learn to: critically analyze, reflecting and creating media texts; identify the sources of media texts, their interests and political, social, commercial

and / or cultural contexts; interpret the messages and values shown by the media; select appropriate media supports for communicating your own messages or story, and successfully reach the intended audience; have access to or demand access to media support, for reception and production.

According to Dudziak (2011), media literacy has always centered more on the analysis of the mass media and emerges as a field of studies from the 1960s and 1970s. Unesco (2008), in a report, points out that

Media literacy focuses more strongly than information literacy on the process of prospecting, analyzing and understanding the nature of mass communication, thus increasing knowledge about: the techniques used in these processes; how they build realities; how they are organized and what is the impact of the media on social issues; politicians; economic, health and educational environments (Unesco, 2008, pp.7-8).

Some authors still advocate a continuous approach between media literacy and digital literacy. These approaches were reviewed through public consultations carried out by the European Commission in 20063 to identify emerging approaches and trends in Europe for media literacy:

Media literacy is the ability to use the media, to understand and critically evaluate different aspects of the media and media content and to create communication in a variety of contexts. Media literacy concerns all media, including television and cinema, radio and recorded music, print media, the Internet and all other new digital communication technologies. It is a fundamental competence not only for the younger generation, but also for adults and the elderly, for parents, teachers and media professionals. The Commission considers that media literacy is an important factor for active citizenship in today's information society.

In Brazil, as in other countries where there is no tradition in media regulation policies - unlike the United Kingdom, for example, which has implemented a public policy on media literacy, or media education - we are faced with a lack of subsidies to develop activities related to the critical use of media. In addition to not having an educational policy, teaching methodologies, didactic material, etc. are needed that assists the teacher or the librarian in working with the media within a more critical bias.

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<sup>3</sup> Extract from the page of the European Commission for Media Literacy [http://ec.europa.eu/culture/media/literacy/index\\_en.htm](http://ec.europa.eu/culture/media/literacy/index_en.htm)

Experiences in European countries can provide input for dialogue. In England, since the late 1980s, the official curriculum refers to studies on the media (Zanchetta Júnior, 2009). With a tradition in cultural studies (Hall, 2003), classes that include media literacy seek to encourage students to deconstruct media messages and thus understand the processes of representation and, consequently, the manipulation of information from the media, within a point of view that is not concerned with promoting or “inoculating”, but with preparing people to use the media more profitably, both as consumers and as citizens. (Buckingham, 2008).

To work with the media and its contents within an evaluative, critical and reflective bias, the analysis of media sources, for scholars of media literacy, leads us to think how language resources create meanings, as a source of media information “employs a code and produces a ‘message’; at another determined moment, the ‘message’ flows into the structure of social practices through its decoding” (Hall, 2003, p. 390). The code used to produce the message is one of the aspects that helps to generate meaning in a film, a YouTube video, a documentary, a news story, etc. Just like language, other concepts build the representations of the world generated by the media, which can be worked on in didactic activities.

For Buckingham (2019), media literacy today can adapt its concepts of critical content reading, considering the technology of creative media, by taking a look at the participatory approach of digital culture, which comprises a series of practices.

Information literacy brings relevant studies to the scenario of information evaluation, since the area has traditionally developed standards for information verification and reliability over the years. In Tomael, Alcará and Silva (2009), it can be seen the effort of the area of competence / information literacy to elucidate evaluative criteria regarding the quality of information, regarding consistency, reliability, organization, authorship etc. Some authors even limit information literacy to the cognitive ability to evaluate information (Eshet-Alkalai, 2004). Romani (2009, p. 21) says that

Being able to assess the reliability and quality of information is a key aspect in deciding which and when information is needed for a specific audience, context or task. In an environment where users are overwhelmed with information, being able to analyze, judge, evaluate, interpret information and contextualize it becomes a crucial skill.

However, as pointed out by Elmborg (2012, p. 93), the correct evaluation of information and its sources “causes discomfort when formulating judgments of ‘right’

and 'wrong', and the understanding of the economic, legal and social issues surrounding the use of information, considered urgent, seems to be far from real perspectives”.

Thus, studies of informational literacy or information literacy, perhaps, lack an analysis that surpasses the characterization of sources capable of determining truth or reliability, or their organizational aspect. In the view of Buckingham (2008), one way would be to be able to understand how much a given source of information is constructed under ideology and “inclinations” are inevitable. Therefore, no information would be decisively neutral or would necessarily be of better quality than another; “It depends on the political, economic and social context and the purposes of the actors involved”. (Borges & Oliveira, 2011, p. 312).

Outlining these notes, it is possible to outline common goals between the two areas, which meet the fight against fake news and the era of disinformation. The evaluation of information is reinforced in the face of the internet and online information scenario, in which the diversity of sources becomes much greater. In order to make a critical assessment of a wider range of information sources, it seems necessary to link information literacy with media literacy and expand the concept of reading. This is what researchers like Lee and So (2015), Dudziak (2011), among others, suggest.

So much so that it was from the identification of scenarios that the two areas could be combined, that the United Nations Educational, Scientific and Cultural Organization (Unesco) (Wilson et al, 2013) recently launched a suggested curriculum with guidelines geared towards teacher education: the media and information literacy (AMI) curriculum. The entity's proposal encompasses a series of activities aimed at working holistically on the various information and media services, from libraries to the internet. One of the important contributions of this document is that it unites the notions of media and information literacy, showing a close connection between them.

In Table 1, we can summarize what is expected of both media and information literacy, in the development of skills in both fields, from the perspective of Unesco:

**Table 1** Results and elements of media and information literacy (AMI)

Information literacy						
Definition and articulation of	Location and access to information	Access to information	Organization of information	Ethical use of information	Communication of Information	Use of ICT skills in information processing

information needs					
<b>Media literacy</b>					
Understanding the role and functions of the media in democratic societies	Understanding the conditions under which the media can perform their functions	Critical evaluation of media content in the light of media functions	Commitment to the media for self-expression and democratic participation	Review of skills (including ICT) required for content production by users	

Source: Wilson et al (2013)

Therefore, although there are two main schools of thought emerging on the relationship between these converging fields, it can be seen that there are similarities between the two areas and how one complements the other. Within this conception, media and information literacies are added as a continuous learning process that involves criticality, ethical reflection, use of reasoning, etc.

Within this “info-media” conception, we can mention an important international reference body in the area of Information Science, the International Federation of Library Associations and Institutions IFLA (2011, p. 01), which considers that:

Informational and media literacy encompasses the knowledge, attitudes and sum of skills needed to know when and what information is needed, where and how to obtain this information, how to critically assess and organize it once found; and how to use it ethically. The concept extends beyond information and communication technologies (ICT), encompassing learning, critical thinking and comprehension skills that meet and exceed professional and educational boundaries. Informational and media literacy includes all types of information sources: oral, print and online.

Lee and So (2015) defend, in their study, different from what many researchers believe, that media literacy is not a simple category within the field of information literacy, despite the fact that the two areas show similarities and, mainly, share the same objective. For them, “both disciplines could identify common contexts by cooperating together to contribute to the promotion of new literacy in knowledge societies” (Lee & So, 2015, p. 137).

### Information evaluation in Basic Education: a proposal for Elementary Education

When understanding the relevance of the areas of media literacy and information literacy for today, the purpose of the article is to present a dialogue with the Basic

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Education curriculum, considering the skills of both fields, to face the disinformation scenario.

In elementary school, the National Common Curricular Base (BNCC) (Brazil, 2017), in the area of Languages, proposes activities that take into account the different social practices mediated by various languages, including digital language. The purpose is for students to engage in diverse language practices, which allow them to expand their expressive skills and also their knowledge of these languages. Thus, languages come to be considered objects of study and knowledge.

In elementary school, in the early years, the importance of developing autonomy and protagonism in social life is emphasized. In turn, in the final years of elementary school, the understanding of different languages is expanded, as well as the deepening of critical reflection, given the greater capacity for abstraction of students.

Among the specific competencies of Languages for Elementary Education, attention is drawn to the ability to understand and use digital information and communication technologies in a critical, meaningful, reflective and ethical manner.

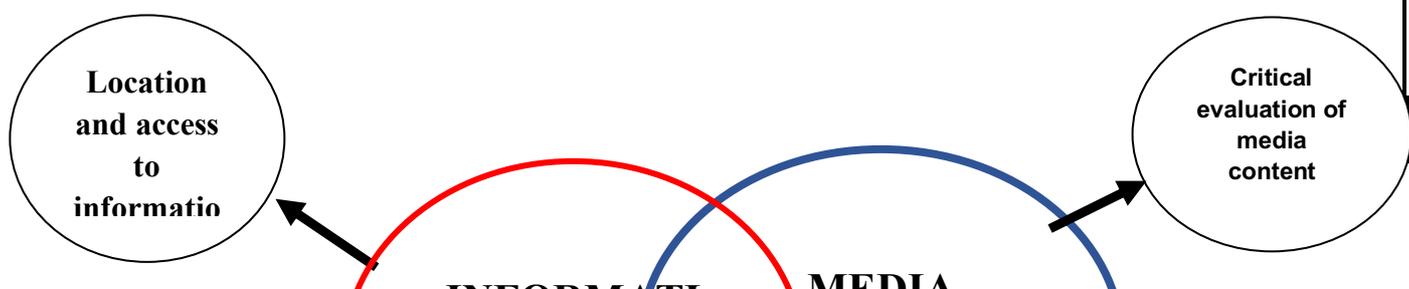
In the Portuguese Language component, there are axes that work with language practices, from reading, text production, linguistic and semiotic analysis, etc.

There are several activities that provide a critical reading of media information sources. It is noteworthy to highlight the reading axis, which delimits activities that encourage "critical reflection on the themes dealt with and the validity of information", which presupposes that the student is able to reflect critically on the reliability of the information, knowing how to position himself.

In the text production axis, activities are proposed that aim at the selection of information in reliable printed and digital sources.

Based on this, it is proposed, for the Portuguese Language component, activities that aim at the appropriation of digital content in a reflexive, critical way, in view of the process of selecting information sources, in a situation of school research, for example. The suggestion is to combine the most common aspects of the two areas, listed by Unesco, in the media and information literacy curriculum (Wilson et al, 2013):

**Figure 1** Converging skills between media and information literacy in the disinformation scenario:



**Source:** Prepared by the author

When examining the precepts of the Unesco AMI curriculum (Wilson et al, 2013), the intersection of the two areas is proposed, as shown in Figure 1, based on four main skills considered most important for the development of autonomy in the work environment misinformation. The location and access to information, the ethical use of information, the critical assessment of media content and self-expression and participation are important aspects for the formation of critical subjects in the participatory culture scenario

Dudziak (2011) points out that this “info-media” convergence is essential and lists some justifications (p.13):

this convergence gathers and strengthens the apprentice subject; it is a prerequisite for successful student-centered learning and autonomy, which today operates in different informational ecosystems; contributes to the awareness of academic integrity in the use of information and prevents plagiarism; allows the student to acquire reading habits and constant updating, based on the elaboration of appropriate strategies for different media and informational tools; it contributes to the development of critical thinking in relation to information and the means of communication that make it available; integrates informational knowledge with technological and media knowledge, enabling the construction of knowledge and the realization of learning; it is crucial to the full exercise of freedom of expression and effective citizenship through the effective appropriation of communication and information tools and resources.

Therefore, the proposal is that schools, school libraries and teachers propose activities that involve and interrelate these four aspects in school research activities. Considering that elementary education is the stage responsible for developing autonomy in students and deepening knowledge about different languages, it is suggested the following moments in educational activities. Even if these activities are directly related to the Portuguese Language component, any disciplinary area that works with the question of selecting information for school work, can use these routes:

- **Localization activities and access to information:** For Unesco, it is necessary to put people in contact with a variety of possible sources and content, since

these contents and sources vary widely in terms of accuracy, reliability and value. In addition, this information is presented in various formats (for example, text, images or printed or electronic statistics) that can be made available through online repositories or portals, physical or virtual collections from libraries, databases, museums, etc. However, the most important factor is the quality of this information, which can vary from very good to very bad. (Wilson et al, 2013, p. 62)

Thus, even if there is a variation in quality between different sources, the ideal is not to "prohibit" students from having access to this variety. Quite the contrary, the ideal is to have contact with the most diverse types of media, formats and sources that are part of the school routine, as well as content that is accessed most commonly outside the school. In this way, they will be able to develop a more holistic look at the potentialities and unfavorable points of this diversity.

Therefore, the aim is to encourage students and seek information from different types of sources, from different media. You can use books in libraries, opinion articles in newspapers, texts on online blogs, educational sites, Wikipedia, YouTube videos, social media posts, etc. The aim is to develop access and information search skills, within a wider range of media and different content. With this activity, it is understood that information is in different places, in various formats and languages.

- **Critical assessment of media content:** this moment is designed to make students think more deeply about how information is disseminated, within

which context, language and audience. One can use concepts used in media literacy by educator David Buckingham (2008 and 2019), who proposes to analyze the media content and its messages from key concepts, with the analysis of 1. Language: language is the object of study in the BNCC Languages area. For the occasion, students can be encouraged to ask themselves: how does language shape that content? What aspects are favored and disadvantaged with audiovisual and printed language, for example ?; 2. Audience: that content was designed to reach which audience, with what characteristics? Can you see clues from this audience in the content? Which are?; 3. Analysis of the production context: Which groups and authors, companies and sponsors are behind that content? Are they reliable and credible? What elements show that these sources are reliable? What is the objective of the authors of these texts and what are their economic and political interests and 4. Representation: how does that content represent that subject? In a positive, negative way? Is there a tendency to defend one side and disadvantage the other? Because?

It is important that the critical analysis is done with the various contents referring to different sources, analyzing and comparing them.

- **Self-expression, participation and ethics of information:** In the view of Unesco (Wilson et al, 2013), the media and information literacy curriculum provides that people engage with the media and information platforms in a meaningful way with a view to self-expression. However, the production of content cannot be detached from knowledge about ethics in the media and infoetics, which involves the production of content in a responsible manner, respecting copyright and, just as importantly, knowing how to reference information. This is an essential skill in tackling fake news: holding students accountable for dealing with what they produce, knowing how to link with original and credible content.

Thus, by continuing the learning process, students can select the information they consider most reliable to develop their work, points of view on a subject, etc. When expressing themselves, it is important not only to demonstrate the skills they have to produce with new technologies, but the ethical aspects need to be addressed. Students can be asked to refer their opinions when they are based on the ideas of other authors, without practicing

plagiarism. You can guide yourself to search for images in free stock images on the internet, free of copyright.

This path favors the development of skills for the formation of critical, analytical, reflective and autonomous subjects in the use of information. Sustaining ethical information practices is essential, including, to encourage responsible behavior in the use and dissemination of information, including critical attitudes towards fake news.

Another proposal refers to the following activity, which seeks more specifically to work with false content:

1. Choosing fake news to discuss with students;
2. Ask them to seek to check the information contained in the news, through search engines, such as Google. Ideally, they should be able to locate the source of that information.
3. In the critical evaluation stage of the information, one can resort to the key concepts of media-education: What language is the news being reported on / vehicle? How does this language promote the dissemination of this information? Which audience is targeted? Can you see clues from the target audience for this content? Which are? What is the context of production: who is behind the content? It's trustable? What interests are behind it? And what representation does this content make on that subject? Which side / group is being favored or disadvantaged?
4. Self-expression and ethics: it would be interesting to ask students to write a new "news", denying the false one, working with ethical aspects of information: undoing the lies with credible explanations, citing reliable sources that undo the previously mentioned untruths.

These activities relate specific media and information literacy skills that work together for the same purpose. Becoming aware that it is necessary to combine skills from the two fields to deal with tensions generated in the digital environment is the first step in providing answers to the various questions generated by the impact of cyberculture. There is a tendency to combine these two fields "to develop a common set of skills necessary for the new

technological age. Integration could certainly facilitate the participation of individuals in emerging knowledge societies ". (Lee & So, 2015, p. 144)

### **Final considerations**

The survey and analysis of research and reference authors on media and information literacy suggest that both areas have turned to the digital scene, with views on the same areas in common. One of these areas is the critical assessment of information, aiming at ethical training in the face of disinformation.

The need for information literacy studies to be linked to media literacy studies is reinforced, since the concern with studying the range of information sources available in different media is growing. The aim is not to classify sources and content as false and true, but to make students think in a larger context of information that we live.

By developing access, location, ethics, self-expression and critical assessment skills, students' autonomy is developed to think critically and reflexively about the digital environment, which involves not only traditional sources of information, but a wider range of content in different languages and formats. Thus, when thinking about participation in digital culture, one also thinks about ethical and responsible attitudes.

Above all, it is important to bring into the classroom the content that students have contact with in their daily lives, considering these also important sources of information. Information shared by social media - such as Instagram, Facebook and WhatsApp often carries false, purposely manipulated, biased information. The aim is to think about how this information is sustained in a larger context - which language favors them, to think that they are aimed at a target audience, that they are made by groups or people who have certain interests, etc.

The objective of the Unesco AMI curriculum, in addition to stimulating critical thinking about contemporary information, is also to develop self-expression skills intertwined with the ethical stance. In other words, the production of content using digital technologies cannot disregard ethical aspects, which hold people responsible for their content.

The invitation is for school institutions and libraries to foster projects that encourage students to better select information for school work, for example, developing autonomy from Elementary School. It is often seen that teachers and librarians, in school research activities, do not usually encourage discussions about the quality of content that will be selected by students, which will be used as a source of information with little or no critical and reflective criteria. As, in most cases, the

information transmitted by the media is conditioned to an intentionality and the messages are never transparent, the objective of the evaluation of media sources is to form subjects with active attitudes, who know how to identify ethical problems, political and ideological interests behind serving this information.

Media and information literacy are emerging areas of literacy and can support current Basic Education curriculum. Media and information literacies are added as a continuous learning process for the formation of a new necessary citizenship.

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**RESUMO:**

A literacia informacional é uma área que sempre se preocupou com a credibilidade da informação, e hoje tem ganhado cada vez mais relevância. Partindo deste contexto, o artigo apresenta pesquisas que buscam articular a literacia informacional à literacia midiática. Com o apoio de currículos emergentes, como o proposto pela Unesco, se apresentam abordagens pedagógicas para o Ensino Fundamental, no bojo das diretrizes da Base Nacional Curricular Comum (BNCC). Mostra-se como é possível articular as habilidades mais comuns dos dois campos de literacia, e relacioná-los em trabalhos aplicados. A proposta pode ser um caminho para o desenvolvimento da autonomia frente ao ambiente de desinformação contemporâneo e o engajamento responsável na nova esfera digital, que exige a formação de leitores críticos e produtores éticos.

**PALAVRAS-CHAVES:** Literacia da informação; Educação para a mídia; Literacia digital; Currículo.

**RESUMEN:**

La alfabetización informacional es un área que siempre se ha preocupado por la credibilidad de la información, y hoy en día está recibiendo cada vez más atención. Basado en este contexto, el artículo presenta una investigación que busca vincular la alfabetización informacional con la alfabetización mediática. Con el apoyo de los planes de estudio emergentes, como el propuesto por la Unesco, se presentan enfoques pedagógicos para la educación primaria, dentro de los lineamientos de la Base Curricular Nacional Común (BNCC). Muestra cómo es posible articular las habilidades más comunes de los dos campos de alfabetización y relacionarlas en trabajos aplicados. La propuesta puede ser un camino para el desarrollo de la autonomía frente a un entorno de desinformación contemporáneo y una participación responsable en la nueva esfera digital, que requiere la capacitación de lectores críticos y productores éticos.

**PALABRAS-CLAVES:** Alfabetización informacional; Educación en medios de comunicación; alfabetización digital; Plan de estudios.