

INFORMATION LITERACY AND TECHNOLOGICAL EDUCATION: pedagogical practices to combat misinformation among youth

LETRAMENTO INFORMACIONAL E EDUCAÇÃO TECNOLÓGICA: práticas pedagógicas no combate à desinformação entre jovens

ALFABETIZACIÓN INFORMACIONAL Y EDUCACIÓN TECNOLÓGICA: prácticas pedagógicas en la lucha contra la desinformación entre jóvenes

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ABSTRACT

This article addresses the relationship between information literacy, technological education, and the fight against misinformation in the context of digital culture. It is based on the assumption that increased access to information does not necessarily ensure the development of critical competencies among individuals. The objective was to analyze how pedagogical practices can contribute to the development of information literacy among young people. A qualitative approach was adopted, based on the analysis of pedagogical activities carried out in a school environment. The results indicate that familiarity with digital technologies does not imply critical mastery of information, highlighting the importance of pedagogical mediation. It is concluded that technological education, combined with the development of critical competencies, plays a fundamental role in combating misinformation.

KEYWORDS: Information literacy; Misinformation; Technological education; Digital culture; Youth.

Introduction

The consolidation of digital culture profoundly reconfigures the ways in which information is produced, circulated, and appropriated, establishing a communicational environment marked by the decentralization of sources and the intensification of

individuals' participation in information flows. In this context, information ceases to be mediated exclusively by traditional institutions and begins to circulate in dynamic networks, in which individuals simultaneously assume the roles of producers and consumers of content. This transformation is directly associated with the constitution of a society structured in networks, in which information flows assume centrality in social and cultural organization (Castells, 1999).

The expansion of these communicational dynamics, while contributing to the democratization of access to information, also introduces new problems related to its quality, reliability, and interpretation. The speed at which content is produced and disseminated, coupled with the fragmentation of narratives, favors the circulation of decontextualized or distorted information, hindering the construction of stable truth references. This scenario is part of a logic of fluidity characteristic of contemporary times, in which social and cognitive structures become increasingly unstable, directly impacting the processes of knowledge formation (Bauman, 2001).

In this environment, digital culture is characterized by the active participation of individuals in the creation and sharing of content, configuring collaborative communication practices that expand the possibilities of interaction and engagement. However, this same participatory logic also contributes to the increased circulation of misinformation, since the criteria for validating content tend to be replaced by dynamics of visibility and engagement. The collective production of information, when disconnected from critical analysis processes, favors the consolidation of an informational ecosystem vulnerable to the propagation of inaccurate or manipulated content (Jenkins, 2009).

Misinformation, in this sense, is not only an informational problem, but a social phenomenon that directly impacts how individuals interpret reality and make decisions (Pôrto Júnior et al., 2025a; Pôrto Júnior et al., 2025b; Pôrto Júnior et al., 2025c; Pôrto Júnior et al., 2025d; Pôrto Júnior et al., 2024a, Pôrto Júnior et al., 2024b; Pôrto Júnior & Silva, 2026; Pôrto Júnior et al., 2026). Continuous exposure to unverified content, amplified by algorithms that prioritize relevance based on engagement, contributes to the formation of information bubbles, in which worldviews are reinforced without due critical confrontation. This process highlights the need to develop skills that allow individuals to evaluate, interpret, and use information consciously and responsibly (Sunstein, 2018).

In this scenario, information literacy emerges as a fundamental element in the formation of individuals capable of acting critically in the digital environment. By involving skills related to the search, selection, analysis, and ethical use of information,

information literacy goes beyond the technical dimension, assuming a formative and emancipatory character. It is a process that requires not only access to information, but also the ability to interpret it critically, understanding its contexts of production and its social implications (Soares, 2002).

In this context, technological education assumes a strategic role by enabling the integration between the use of technologies and the development of critical thinking. The incorporation of pedagogical practices focused on information analysis and problematization of digital content allows students to develop essential skills to face the challenges posed by misinformation. Pedagogical mediation, in this sense, becomes a central element in building an education that articulates technical knowledge and critical reflection, contributing to the formation of more autonomous and conscious individuals (Moran, 2015).

Given these considerations, this article aims to analyze how pedagogical practices grounded in technological education can contribute to the development of information literacy and, consequently, to combating misinformation among young people. To this end, a qualitative approach is adopted, guided by the analysis of educational practices and the articulation with theoretical frameworks that discuss digital culture, education, and the processes of knowledge construction.

Misinformation in Digital Culture

The intensification of information flows in the digital environment has broadened not only access to information, but also the circulation of misleading, inaccurate, or deliberately manipulated content. In this context, disinformation is configured as a multifaceted phenomenon that goes beyond the simple notion of error or inaccuracy, involving distinct strategies of production, circulation, and appropriation of content. Understanding this phenomenon requires distinguishing between different categories of problematic information, considering everything from false content shared without the intention of causing harm to deliberate actions of informational manipulation. This typology allows us to understand disinformation as part of a complex informational ecosystem, in which different agents act with diverse objectives (Wardle, 2017).

The consolidation of disinformation is directly associated with structural transformations in contemporary forms of communication, especially with regard to the decentralization of content production. The expansion of access to digital platforms has enabled individuals and groups to act as information producers, reducing the centrality of institutions traditionally responsible for informational mediation. Although this

process represents progress in terms of the democratization of communication, it also contributes to the dissemination of content that does not undergo rigorous verification processes, increasing the vulnerability of the informational environment (Derakhshan & Wardle, 2017).

In this scenario, the notion of truth becomes strained by social and cognitive dynamics that privilege beliefs, values, and emotions over factual verification. This shift is related to the concept of post-truth, in which the construction of meaning occurs less from objective evidence and more through subjective identification with certain narratives. Adherence to disinformation, in this context, does not depend exclusively on its veracity, but on its ability to mobilize emotions and reinforce previously established worldviews, which contributes to its wide circulation in the digital environment (Derakhshan & Wardle, 2017).

The logic of operation of digital platforms plays a central role in intensifying this process, especially through the algorithms responsible for the organization and distribution of content. These systems operate based on relevance criteria driven by engagement, prioritizing content that generates greater interaction among users. As a consequence, sensationalist, polarized, or emotionally appealing information tends to achieve greater visibility, regardless of its veracity. This mechanism contributes to the amplification of misinformation and the formation of segmented informational environments (Sunstein, 2018).

The segmentation of the informational environment, in turn, favors the formation of informational bubbles, in which individuals are predominantly exposed to content that confirms their beliefs and values. This process reduces contact with divergent perspectives, limiting critical capacity and reinforcing homogeneous views of reality. The formation of these bubbles is directly related to algorithmic personalization, which organizes information flows according to the users' behavioral history, creating a filtered and potentially biased informational environment (Sunstein, 2018). In parallel, contemporary digital culture is marked by information overload that directly impacts forms of attention and cognitive processing. The abundance of available content, coupled with the speed of its circulation, makes in-depth analysis of information difficult, favoring superficial consumption practices. In this context, individuals tend to resort to cognitive shortcuts to deal with information overload, which can increase vulnerability to misinformation. Information saturation, therefore, does not necessarily imply greater access to knowledge, but it can result in disorientation and difficulty in discernment (Han, 2017).

In addition to technological and cognitive aspects, misinformation must be understood as a phenomenon that involves social, cultural, and political dimensions. The circulation of misinformation is often associated with symbolic disputes and specific interests, in which different actors seek to influence public perception and guide behaviors. In this sense, misinformation can be used as an instrument of power, acting in the construction of narratives that shape the understanding of social reality (Derakhshan, 2020).

Thus, misinformation in digital culture is configured as a result of the articulation between technological, cognitive, and sociocultural factors, which together create an environment conducive to the circulation of problematic content. The complexity of this phenomenon highlights the need for approaches that go beyond technical solutions, demanding the development of critical skills capable of guiding individuals' relationship with information. In this sense, it becomes fundamental to understand the role of information literacy in the formation of individuals capable of acting consciously and reflectively in the digital environment, an aspect that will be explored in more depth in the following section.

Information literacy

The concept of information literacy emerges in the context of social and technological transformations that have significantly expanded access to information, making the mere ability to read and write insufficient for full participation in contemporary society. In this scenario, literacy comes to be understood as a set of social practices related to the use of language in specific contexts, involving not only the decoding of texts, but also the ability to attribute meaning, interpret and use information in a meaningful way. This perspective broadens the traditional understanding of literacy, shifting the focus to the critical insertion of individuals into social practices mediated by language (Soares, 2002).

The broadening of the concept of literacy is directly related to the need to train individuals capable of dealing with the complexity of the contemporary informational environment. Easy access to multiple sources of information requires the development of skills that allow not only to locate content, but also to critically evaluate it in terms of its relevance, reliability and intentionality. In this sense, information literacy is configured as an essential competence, aimed at training individuals capable of acting reflectively in the face of the diversity of available information (Bruce, 1997).

Understanding information literacy therefore involves an articulated set of skills that include searching, selecting, organizing, and using information ethically. These skills do not develop automatically, but are the result of formative processes that consider the experiences of individuals and the contexts in which they are embedded. The construction of this type of literacy demands the integration of cognitive and social aspects, recognizing that the relationship with information is mediated by cultural and institutional practices (Kuhlthau, 1991; Silva; Lacerda; Pôrto Junior, 2025a, 2025b; Silva; Pôrto Junior, 2024).

In this context, information literacy assumes a central role in the formation of critical competencies, since it enables individuals to question the origin, intentionality, and effects of the information with which they interact. The ability to critically analyze informational content becomes fundamental in an environment marked by the circulation of misinformation, in which the distinction between facts and interpretations is not always evident. The development of this competence contributes to the formation of more autonomous individuals, capable of making informed decisions and participating more consciously in social life (Bruce, 1997).

The critical dimension of information literacy can be understood from its relationship with world reading, a concept that goes beyond textual reading and involves the interpretation of the social, cultural, and political relations that structure reality. World reading implies the ability to understand the contexts of information production, recognizing the interests, values, and ideologies that permeate discourses. In this sense, information literacy is not limited to the technical mastery of information, but involves the formation of a critical consciousness that enables the problematization of reality (Freire, 1989).

The articulation between information literacy and critical reading highlights the formative and emancipatory character of this concept, by enabling individuals to position themselves more consciously in relation to the information they consume and produce. Informational autonomy, in this context, refers not only to the ability to access content, but also to the ability to interpret, evaluate, and use it ethically and responsibly. This process contributes to building a more qualified participation in the digital environment, reducing vulnerability to misinformation (Soares, 2002).

In addition, the development of information literacy requires consideration of the affective and cognitive dimensions involved in the relationship between individuals and information. The process of searching for and using information is permeated by uncertainties, doubts, and problem-solving strategies, which highlights the need for

pedagogical approaches that consider these dimensions. The construction of knowledge, in this sense, involves not only technical skills, but also the ability to deal with the complexity of the informational process (Kuhlthau, 1991).

In this way, information literacy is configured as a central element in the formation of individuals capable of acting critically and autonomously in the context of digital culture. By integrating technical, cognitive, and social skills, this concept contributes to building a more conscious relationship with information, which is fundamental for facing the challenges posed by misinformation. Based on this understanding, it becomes possible to advance the analysis of the role of technological education in promoting these skills, an aspect that will be developed in the following section.

Technological Education and Pedagogical Mediation

The transformations brought about by digital culture impose on education the challenge of overcoming traditional teaching models centered on the transmission of content, requiring the incorporation of more dynamic, interactive, and contextualized pedagogical practices. The centrality of the teacher as the sole holder of knowledge becomes insufficient in a scenario where information is widely available, demanding a reconfiguration of the educational process. In this sense, education comes to be understood as a space of mediation, in which knowledge is built collaboratively and situatedly, in dialogue with the experiences of students and with the socio-technical contexts in which they are inserted (Moran, 2015).

The incorporation of technologies in the educational context should not be reduced to an instrumental dimension, limited to the use of digital tools as support for traditional practices. On the contrary, technological education implies the critical integration of technologies into teaching and learning processes, promoting changes in the way knowledge is produced, shared, and appropriated. This perspective requires the construction of learning environments that favor the active participation of students, stimulating investigation, experimentation, and problem-solving as central elements of the educational process (Papert, 1980).

Learning, in this context, is understood as a socially mediated process, in which the interaction between subjects plays a fundamental role in the construction of knowledge. Pedagogical mediation therefore assumes a central function, guiding students in the critical appropriation of information and in the development of more complex cognitive skills. The teacher's role is no longer limited to the transmission of

content and begins to involve the organization of learning experiences that enable the meaningful construction of knowledge, considering the potential of digital technologies as mediation tools (Vygotsky, 1991).

The use of digital technologies in the educational environment expands learning possibilities by allowing access to multiple sources of information, network interaction, and collaborative knowledge production. However, the mere presence of these technologies does not guarantee the quality of the educational process, and pedagogical mediation is necessary to guide the critical and reflective use of available resources. The absence of this mediation can result in the reproduction of superficial practices, in which access to information does not translate into meaningful learning (Moran, 2015).

In this sense, technological education should be oriented towards the development of active learning, in which students assume a leading role in the construction of knowledge. Active participation implies involvement in activities that require analysis, reflection, and decision-making, favoring the development of skills that go beyond the memorization of content. Active learning, mediated by technologies, contributes to the formation of more autonomous subjects, capable of dealing with the complexity of the contemporary informational environment (Papert, 1980).

The complexity of educational processes in the digital context requires an approach that considers the articulation between different dimensions of knowledge, overcoming disciplinary fragmentation and promoting an integrated view of reality. Education, in this sense, should favor the development of complex thinking, capable of articulating different perspectives and understanding phenomena in their multidimensionality. This approach contributes to the formation of individuals capable of critically analyzing information and understanding the contexts in which they are embedded (Morin, 2000).

Pedagogical mediation, articulated with technological education, plays a fundamental role in promoting critical thinking, especially with regard to the analysis of information in the digital environment. The teacher's guidance is essential for students to develop the ability to question, interpret, and evaluate the content with which they interact, overcoming superficial and uncritical approaches. The development of these skills is fundamental to confronting misinformation, since it allows individuals to identify inconsistencies, recognize intentions, and make informed decisions (Vygotsky, 1991).

Thus, technological education, when articulated with mediating pedagogical practices, becomes a strategic element in the formation of critical and autonomous individuals. By promoting active learning and the development of complex thinking, it

contributes to the construction of essential skills for functioning in the digital environment. In this context, pedagogical mediation assumes a central role in the formation of individuals capable of dealing consciously with information, establishing the basis for the development of information literacy and for facing the challenges posed by misinformation.

Methodology

This research is characterized as an applied study, insofar as it seeks to produce knowledge oriented towards understanding and intervening in a concrete problem related to the development of information literacy in the educational context. The investigation stems from the need to analyze pedagogical practices aimed at confronting misinformation among young people, considering the digital environment as a central space for the production and circulation of information. In this sense, applied research articulates theoretical foundations and educational practices, contributing to the proposition of strategies that can be incorporated into daily school life (Gil, 2008).

Regarding its objectives, the research assumes an exploratory character, since it aims to deepen the understanding of a contemporary phenomenon still consolidating in the educational field, allowing for greater familiarity with the problem investigated. The exploratory approach allows for the construction of hypotheses and the identification of relevant variables, contributing to the expansion of knowledge about the relationships between technological education, information literacy, and misinformation. This type of investigation is especially suitable in contexts where the phenomenon studied presents multiple dimensions and demands interpretative analyses (Marconi & Lakatos, 2017).

Regarding the approach, the research is qualitative, prioritizing the understanding of the meanings attributed by the subjects to educational practices and experiences lived in the context of digital culture. The qualitative approach allows for the analysis of complex phenomena in their natural contexts, considering social interactions, meaning-making processes, and dynamics that cannot be reduced to quantitative variables. This perspective allows for a more in-depth analysis of pedagogical practices and their impacts on the development of information literacy (Creswell, 2014).

The research subjects are high school students immersed in an educational context mediated by digital technologies, considering their status as active participants in digital culture and their constant exposure to diverse information flows. The choice of this audience is justified by the central role that young people play in the dynamics of information production and consumption on digital networks, as well as by the relevance

of investigating formative processes that contribute to the development of critical skills in this group. The selection of participants was carried out based on criteria of accessibility and relevance to the investigated context (Gil, 2008).

As a data collection instrument, structured pedagogical activities were used focusing on the analysis and interpretation of informational content, especially related to the identification of misinformation in digital environments. These activities were designed to stimulate students' critical reflection, allowing us to observe their analysis strategies, their information validation criteria, and their difficulties in the content evaluation process. The use of pedagogical instruments as a data collection resource makes it possible to integrate the investigative process with educational practices (Marconi & Lakatos, 2017).

The methodological procedure consisted of applying the activities in a classroom environment, mediated by the teacher, followed by systematic observation of student interactions and analysis of the responses produced. The observation was conducted in a non-participant manner, seeking to record behaviors, difficulties, and strategies used by students in the information analysis process. Subsequently, the data were organized and interpreted in light of the adopted theoretical frameworks, allowing the establishment of relationships between the observed practices and the concepts discussed throughout the study (Creswell, 2014).

The data analysis followed an interpretive perspective, considering the meanings attributed by students to the proposed activities and the analyzed information. This process involved categorizing the responses, identifying patterns of behavior, and interpreting the results in dialogue with the literature on information literacy and misinformation. The qualitative approach of the analysis allowed us to understand not only the results obtained but also the processes involved in the construction of knowledge by the subjects (Gil, 2008).

In this way, the methodology adopted allows for an in-depth analysis of pedagogical practices aimed at developing information literacy, articulating theory and practice in a real educational context. The combination of a qualitative approach, pedagogical tools, and interpretive analysis contributes to understanding the potential and limitations of educational strategies in addressing misinformation, providing support for reflection and improvement of teaching practices.

Analysis and Discussion

The analysis of the pedagogical activities developed showed that students have significant familiarity with the use of digital platforms, especially with regard to the consumption and sharing of content. However, this familiarity does not automatically translate into critical skills related to information evaluation. It was observed that, when faced with potentially misinformation, many students demonstrated difficulty in identifying inconsistencies, basing their judgments on superficial elements, such as visual appearance, number of shares, or alignment with prior beliefs. This behavior indicates that active insertion into digital culture does not, in itself, guarantee the construction of consistent criteria for informational validation (Jenkins, 2009).

The interpretation of these data allows us to understand that participatory culture, although it expands the possibilities of engagement and content production, also contributes to the naturalization of less rigorous informational practices. The ease of publishing and disseminating information favors the circulation of unverified content, while the logic of engagement reinforces the visibility of information that arouses immediate reactions. In this context, the active participation of individuals in digital networks often occurs dissociated from more in-depth reflective processes, which increases vulnerability to misinformation (Castells, 1999).

During the activities, it was also possible to observe that students tend to interpret information based on prior references, frequently influenced by personal experiences, values, and social affiliations. This tendency reinforces the importance of understanding knowledge construction as a socially mediated process, in which interaction with others and with the context plays a central role. The absence of systematic strategies for problematizing information hinders the overcoming of immediate interpretations, limiting the development of a critical stance towards the analyzed content (Vygotsky, 1991).

The analysis of the responses produced by the students also revealed the presence of difficulties related to the identification of reliable sources and the understanding of the contexts of information production. In several cases, misinformation was considered true based on its appearance or its circulation on widely used social networks. This data shows that, for many students, the credibility of information is more associated with its visibility than with objective validation criteria, which reinforces the need to develop specific skills focused on information literacy (Castells, 1999).

The comparison of these results with the theoretical frameworks allows us to understand that the formation of critical subjects in the digital environment requires

overcoming pedagogical practices centered on the transmission of content. Education, in this context, must assume a problematizing perspective, in which the student is invited to question, interpret, and reconstruct knowledge based on their reality. The construction of a critical stance towards information is directly related to the ability to read the world, which involves understanding the social, cultural, and political dimensions that permeate discourses (Freire, 1989).

In this sense, pedagogical mediation proved to be a fundamental element in the development of the activities, especially with regard to guiding students during the information analysis process. The teacher's intervention, by proposing questions, highlighting inconsistencies, and stimulating reflection, contributed to expanding the students' critical capacity. This process shows that the development of information literacy does not occur spontaneously, but is the result of intentionally structured educational practices (Freire, 1989).

The articulation between theory and practice also highlighted the importance of pedagogical approaches that consider the complexity of contemporary informational phenomena. Disinformation, as a multifaceted phenomenon, requires students to develop skills that go beyond identifying false content, involving the ability to understand the contexts of production, the interests involved, and the social impacts of information. This perspective is aligned with the need to develop complex thinking, capable of integrating different dimensions of knowledge and analyzing phenomena in their entirety (Morin, 2000).

Thus, the results obtained indicate that technological education, when articulated with mediating pedagogical practices, can significantly contribute to the development of information literacy and to combating misinformation. Promoting activities that stimulate critical analysis, problematization, and reflection on digital content allows students to advance towards a more conscious and autonomous stance in the informational environment. The educational implications of these findings point to the need for systematic integration of these practices in the school context, in order to strengthen the critical thinking skills of young people in the face of the challenges of digital culture.

Final considerations

The analysis developed throughout this study allowed us to understand that misinformation is one of the main challenges of contemporary digital culture, especially with regard to the education of young people immersed in environments highly

mediated by technology. While increased access to information represents a significant advance in terms of the democratization of knowledge, it does not, in itself, guarantee the development of the critical skills necessary for the interpretation and validation of informational content. In this sense, it is evident that the problem of misinformation is directly related not only to the availability of information, but also to the ability of individuals to understand, analyze, and use it consciously.

Given this scenario, the objective of this article, which consisted of analyzing how pedagogical practices based on technological education can contribute to the development of information literacy, was achieved by demonstrating that pedagogical mediation plays a central role in the construction of these skills. The evidence obtained indicates that young people's familiarity with digital technologies does not necessarily imply critical mastery of the content consumed, reinforcing the need for educational interventions that promote reflective analysis of information. The articulation between theory and practice revealed that information literacy should be understood as a continuous formative process, which requires pedagogical intentionality and integration with the dynamics of digital culture.

The educational implications of this study point to the need to reconfigure pedagogical practices in order to incorporate strategies that stimulate critical thinking, problematization, and student autonomy in the informational environment. Technological education, in this context, should not be understood merely as the use of digital tools, but as a field of action that integrates technical knowledge and critical training. Promoting activities that involve content analysis, the identification of inconsistencies, and reflection on information production processes is fundamental to tackling misinformation in the school context. Furthermore, the importance of the teacher's role as a mediator in the educational process is highlighted, responsible for guiding students in constructing criteria for evaluating information and in understanding the contexts in which content is produced and disseminated. Pedagogical mediation, when guided by critical principles, contributes to the formation of more conscious individuals, capable of participating actively and responsibly in digital society. In this sense, the school assumes a strategic role in the formation of citizens able to deal with contemporary informational complexity.

Finally, it is suggested that future research deepen the investigation into pedagogical methodologies aimed at developing information literacy, especially in diverse educational contexts. Studies that integrate quantitative and qualitative approaches, as well as comparative analyses between different school realities, can

contribute to the improvement of educational practices and to the construction of more effective strategies in the fight against misinformation. The continuation of these investigations is essential for the advancement of the field and for the consolidation of an education aligned with the demands of digital society.

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RESUMO

Este artigo tem como tema a relação entre letramento informacional, educação tecnológica e o enfrentamento da desinformação no contexto da cultura digital. Parte-se do pressuposto de que a ampliação do acesso à informação não garante, por si só, a construção de competências críticas nos sujeitos. O objetivo foi analisar de que maneira práticas pedagógicas podem contribuir para o desenvolvimento do letramento informacional entre jovens. Para tanto, adotou-se uma abordagem qualitativa, com base na análise de atividades pedagógicas desenvolvidas em ambiente escolar. Os resultados indicam que a familiaridade com tecnologias digitais não implica domínio crítico sobre a informação, evidenciando a necessidade de mediação pedagógica. Conclui-se que a educação tecnológica, articulada ao desenvolvimento de competências críticas, desempenha papel fundamental no combate à desinformação.

PALAVRAS-CHAVE: Letramento informacional; Desinformação; Educação tecnológica; Cultura digital; Juventude.

RESUMEN

Este artículo tiene como tema la relación entre la alfabetización informacional, la educación tecnológica y el combate a la desinformación en el contexto de la cultura digital. Se parte del supuesto de que el acceso ampliado a la información no garantiza, por sí solo, el desarrollo de competencias críticas en los sujetos. El objetivo fue analizar de qué manera las prácticas pedagógicas pueden contribuir al desarrollo de la alfabetización informacional en jóvenes. Para ello, se adoptó un enfoque cualitativo, basado en el análisis de actividades pedagógicas desarrolladas en el entorno escolar. Los resultados indican que la familiaridad con las tecnologías digitales no implica un dominio crítico de la información, evidenciando la necesidad de mediación pedagógica. Se concluye que la educación tecnológica, articulada con el desarrollo de competencias críticas, desempeña un papel fundamental en la lucha contra la desinformación.

PALABRAS CLAVE: Alfabetización informacional; Desinformación; Educación tecnológica; Cultura digital; Juventud.