MEDIA EDUCATION IN DIGITAL SOCIETY: AN IBERO-AMERICAN VIEW

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Abstract
       The analysis of the models and paradigms of communication in all the elements of the global educational system is an edu-comunication object of study. This stems from the subject to culture and the current society, with education as the motor element of the "mediation" process. Research, approaches, and proposals in the Ibero-American environment have set relevant guidelines in the course of edu-comunication. In addition, it has given arguments and sustenance to educational innovation, particularly the ones that refers to the media, informational literacy, and the development of competences. The aim of this study is to give a closer look at the "state of the matter" of the emerging paradigms of education and communication. However, this is just like some conceptual proposals in the Ibero-American geography which combines both disciplinary fields.

Keywords: Edu-comunication, media literacy, communicative competence, mediation, education

Introduction

       In order to facilitate a thorough linking of the concepts of education combined with those of media education, an exhaustive revision of the work that diligent researchers have been developing within the last two decades of the past century, is most certainly required. From this report, investigative, empirical, and analytic approximation were done. Therefore, this gave rise to correct diagnostics and didactic proposals for the training of journalists and communicators. Furthermore, it helps in identifying what journalism, communication, and the media brings forth to education in general.
       The purpose of the documentary analysis of this work is to point out the relevant theoretical and conceptual element, which serves as the basis for the investigative aspect of edu-communication. Consequently, this was particularly towards those prominent works from Latin America and Spain.

Although it is not exclusively from Latin America and Spain, it has a major focus on the relationship between media culture and education.

Therefore, we are dealing with a revision of the "state of the art" or a glimpse into the "state of the matter" which is inevitably limited. This limitation is due to the great amount of articles, books, and documents arising daily because of the topic claiming its right to exist among the concerns of the emerging education paradigms and professional training that are working their way into the contemporary world. Nonetheless, it hopes to encompass the work developed in Ibero-American territories, which combines two closely overlapped disciplinary fields.

In the early 80's, the need for the convergence and synergy between the education and communication fields was confirmed by UNESCO. The "Challenge of Media Education", published by nineteen countries in the International Simposium for Media Education, signed in January 1982, at the German city of Grunwald, shows the importance of postmodernity of the unity between both disciplines. Among other tasks set out for the media, it states that they must serve as a channel in the "participation of the citizens in society". Due to the roles of political and educational systems, they must "promote between the citizens, a critical comprehension of the communication phenomena"

In the previously mentioned Grunwald Statement, it was noted that the reasons for education regarding communication is "imperative" and will be "overwhelming" in the nearest future. During this period, the technological development generates the need of citizens to be responsible when facing media and networks. That "near future" of 1982 is today, by which broadcasting satellites, bidirectional cable systems, computer and T.V.'s hybridization among other technologies, makes the range of options grow exponentially. Also, technological development is efficient and very useful in educating citizens in an an appropriate way. However, this is possible with the use of individual blogs and websites. Furthermore, social networking platforms such as Facebook®, Twitter®, Tuenti®, Second Life® etc., also plays a significant role in educating citizens in an appropriate way. It is necessary to prepare students to be independent in schools, so they can increase their chances to be message creators. This is without disregarding the ethical commitment that entails the usage and consumption of these interaction channels, which are powerful in the society.

Education has to encourage the learning of multimedia language to acquire communicative competence in all its fields and dimensions. Hence, one of them is reception and audience. In this way, in the syllabus of all the stages from kindergarten until college level, the acquisition of communication as an individual, group, and social ability is present. However, we have to insist in the audiovisual literacy as an expressive and

substantial key term from the world we live in. Hence, this is regardless of the support or technology that is available. Through this way, we begin from the consideration of Ferrés Prats (2006 a: 6) which states that "the multimedia literacy does not substitute the audiovisual competence, nor the verbal, it is more likely that it demands them. At the same time, the digital literacy does not exempt literacy in the respective expressive codes".

According to UNESCO, media education must favor the development of a critical conscience of the users. In order to achieve this, it supported that the educational programs include from the analysis of the content of the media messages to the usage of instruments of creative expression. However, this does not leave behind the usage of the channels of active participation.

The Transition

The step taken from printing to digital culture is the result of the globalization of the communication media. Hence, this has made the reformation of the traditional educational model even though it still carries some impediments and faces new resistance that have made its radical transformation slow. Moreover, the era where written language was prevalent was characterized by the sequential use of verbal language, the incentive in the transmission of individual knowledge, and the purpose of memorization or fixation of contents. However, in the digital era also referred to as the knowledge era, of which we are right now, simultaneous reading is prevalent. In addition, various expressive systems, access to information by network connection, and interrelation of contents to reach significant learning were also prevalent.

Subsequently, change in the media ecosystem affects the revision of the various ways of learning. The "digital natives"[1] are very used to sensorial hyper-stimulation, and to the frenzy rhythm in the multiple sequences of the messages they get. In addition, it results to "*zapping*" in every way and to a dose of hyper-present in the reward of the access to contents.

According to Ferrés (2000: 64-65), the separation between the two cultures ("logosfera" and "iconosfera") has generated a generational gap in

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1 In 2001, Marc Prensky coins this term to define generations born after 1991, which have integrated in their lives the telematics and electronic tools without even considering the way they work. However, this is because they were acquired in a natural way. To learn more about the fields that this writer develops, you can check his website: http://www.marcprensky.com/. However, the difference between this idea and the one for the "digital immigrants" is that it results in stereotype and sufferings from exactitude. Thus, this is because of the fact that "digital natives" have been born to know how to "handle" the most modern technology. Hence, this does not mean they are literate in audiovisual or digital means or they know how to use the contents in a critical way or efficiently control with fair judgment all the communicative possibilities of the new surroundings.

the perception of "waves". This is accompanied with some kind of different "frequency" (in the *perceptive ability", "sensorial zapping: perceptive voracity", and "precision need"*) within the mental issue (different *"tools and mental processes", "opening versus concentration", "mental zapping: a new way of thinking", and "mosaic culture or disjointed knowledge"*). In addition, this is also regarding attitude ("*attitudinal zapping* which transcends the field of the television behaviors*", "sense of closeness and impatience", and "emotional answers"*). This author uses the metaphor as an integrator resource between the "waves" of the current generations and the ones before. This is because in this metaphor, two logic ideas coexist. Therefore, one of the logic ideas is emotional, while the other is rational. To unite the popular culture, the culture of the image, and the official one that comes from the classrooms, they are usually generated from the "navigator metaphor" or educator. They have to be "conscious about the way the tides flows every minute; know their nature, strength and course; and most of all, knowing how to control and handle them." To communicate in a better way, he uses the *theme metaphor* because it is the only way of connecting with the receptors. From a non-apocalyptic and non-integrated perspective according to Eco's appreciation (1984), we can qualify as a conciliatory. This aims at connecting both edges that the "bridge metaphor" applies. Therefore, this is still the educator which is a mediator; and will be capable of uniting both sides of the edge: "the thinking brain and the emotional brain", "right and left hemispheres", "the abstraction and precision", and "the classroom and daily life".

Consequently, the technological improvement has supposed the planetary digitalization and structuring of the network system, which has originated to be a communicative, dynamic, agile, and interactive flow of interdependent beings. The access to every kind of messages without frontiers related to space and time is a fact. Nevertheless, the analysis and reflection have to be strengthened by a mechanism of filtering and critical defense in the presence of the informative super saturation and "infopolution" (Desantes, 2004).

In this sense, Cebrián Herreros (2003: 160) informs that:

The multi-thematic channels and the television convergence with other media can serve as a means to a democratic communication, and new ways of a more sibylline control of the viewers and society. The educational system has to strengthen the analysis of each television model and the reach of each situation and process. Hence, the formation of the analysis of new television languages has gained more attention. Traditionally, there is education in the analysis and discussion of literary texts, even if it deals with more complex realities.

The change in the roles of the educational system and the use of active methodologies promotes the analysis and creation of audiovisual messages. In this line, Garcia Matilla opined in 2003 that:

Today, the re-orientation of teaching as a process with which the students have to play the major role of their own learning is more necessary. Thus, it is important not to give up planning strategies for an efficient mediation. The E.P.C (Education for Communication, initials in Spanish) has been concerned with the need of building tools for an educational action in concrete means like television. This is with the aim of promoting the useful mediation tasks for the work that young social revitalizing people along with professors and parents do (p. 182).

Focuses and Dimensions

According to Area Moreira (1999), the researches done in the last part of the XXth century derived from the influence of the audiovisual culture, under the audiovisual literacy perspective, image pedagogy, or means of education, is different according to the theoretical point of view in which they will be settled. They include:

- Grammatical formative approach or teaching of the audiovisual language: It comprehends the multimedia education through the teaching of codes, elements, and structures of the audiovisual language. Its concern is to teach syntax and semantics of the iconic language.

- Approach centered in technology or in technical-material dimensions of the means of communication: It conceives the audiovisual education by learning how to handle the devices. Its concern is technological.

- Socio-ideological focus of the analysis of the contents and messages of the media: It conceives the audiovisual education as the analysis of the messages broadcasted by the different massive means of communication. It is expected that the students should gain conscience of the mechanisms of manipulation, and also by the ideological instilling used by the means of communication.

Since the 90's, there have been unifying concepts derived from the American movement, *Media Education*, in which the means of education have as its objective the training of the students:

> *Leaving the previous experiences as consumers of cultural products of the media (specially television), they will be capable of selecting the received messages, being critical about those messages, knowing the mechanisms of technical production, identifying interests and values that underlie every audiovisual program, and provide a formation that is not only academic, but also cultural. Furthermore, it will allow them to learn significantly from the social means of communication –television, movies, publicity, etc.-, and they will not*

be defenseless in an intellectual and cultural way before them. In this same way, the students are trained to be competent and to be an active subject in the production and spreading of audiovisual texts (Area Moreira, Gros Salvat y Marzal García-Quasimondo, 2008: 67).

At the end of 1990, with all the information technology, the telematics networks, and its multiple representative languages (hypertexts, multimedia, interactivity), the concept of digital literacy emerges. However, this means learning how to handle the devices and programs to obtain and comprehend the production of information. This literacy also includes the development of values and attitudes that will give moral meaning to the actions carried out with the use of technology. During the last decade, the process of digitalization of data and documental sources, and the concept of informative literacy served as a great contributing factor. Thus, the concept of informative literacy consists of searching, analyzing, selecting, and the production of information. However, this concept is independent of the channel and of the form of symbolic representation of that information.

In 1996, the integration of all these literacy process led to the group of researching in New London Group. However, it was name as "multiliteracy" in the Harvard Educational Review, which requires the development of four formative dimensions (Mata-Lazo, 2008a: 74). These dimensions are:

- **Instrumental Dimension:** It knows how to handle software and hardware of the different technological resources. Regarding to the audiovisual language, it has to do with the acquisition of the knowledge of technical and expressive narration and audiovisual texts.

- **Cognitive Dimension**: This develops the abilities of the intelligent use of information and communication (searching for data, selecting, reconstructing, exchanging, and spreading the information with different codes) through new technologies and communication with other people by digital means.

- **Attitudinal Dimension:** It involves developing rational attitudes when facing technology (it would not be a technology phobia or an excessive love of technology or submission either). In addition, it entails developing positive social attitudes in communication such as collaborative work, respect, or empathy.

- **Axiological Dimension:** From a freeing perspective, acquiring criteria for a critical analysis of the information related with the gaining of consciousness that the TIC (Information and communications technology, its initials in Spanish) are not neutral, have an impact in the cultural environment of our society. Furthermore, it helps in developing ethical

values in the use of information and technology, in order to avoid any negative social communication conducts.

The process in the analysis regarding the impact of communication in all the elements of the "ecosystem" (Bronfenbrenner, 1979) is the most important objective of the study of edu-communication. However, this study is from the subject to the current culture and society, with education as the primal motor of the process of "mediation".

The Latin American Contribution

The concept of "mediation" is understood based on what Martín-Barbero[2] (1987) gave to it. Thus, it refers to the re-appropriation of the meaning and sense of the communicative process by the audience. This author first relates this term with the cultural identity of the subjects, which are participants in cultural and social movements. Therefore, they are involved in the so-called "popular culture". Later on, Martín-Barbero (2002) would address that concept as a characteristic process of the communicative practices specifics for education.

Orozco (1996: 84) picks up this conception and outlines it as a "structuring process that configures and re-configures as much interaction of the members of the audience with the television, and the creation by them, in the sense of the said interaction". By this definition, it established a typology in which he distinguishes four categories of mediations: individual, situational, institutional, and technological.

The "technological mediation" is understood as one that comes from the media through different resources and messages produced by the professionals of communication. As stated by Alonso and Martínez (2003: 281), the new digital communicators must be trained to know how to use all the possibilities that the new technologies provide with good criteria:

> *If the digital technology has promoted the appearance of new media, new ways of communication, new contents, and new alternatives for the presentation of the message, it is evident that this technological environment requires a new professional in communication too. However, this professional knows how to use and take advantage of the multiple resources that the new technologies offer.*

These new options to form messages richer by all the expressive systems that the network combines along with all the informative saturation that exists, powers up the value of the professional as a mediatior.

From the variety of communicators that will emerge, we must emphasize, nonetheless, the need for a professional trained in the

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2 Even though Jesús Martín Barbero was born in Ávila, Spain, he lives in Colombia since 1963.

Communication colleges, to the extent that they will develop their duty in setting with independence. Also, this will contribute to the professional criteria that, for example, will help the user to distinguish "quality" information from "trash" information. (Alonso and Martínez, 2003: 281).

In this sense, Cebrían Herreros (2003: 143) stated that "from the user's point of view, it is important to encourage education to have a more better criteria. Also, with more freedom, they should choose what will best fit the development of the holistic personality of life."

The coming together of these two fields (education and communication) was stimulated. Thus, this is precisely because they both converge in the substitution of the paradigm of "transmission" for one of "mediation". It is not about "making a message, information, or content to get through", it is about thinking about the appropriation of the knowledge by reflecting about the interpretations in a relational way. Consequently, this implies that the outline of the "speaker-receiver" should be changed to an "orchestra". In educational communication, the knowledge was built by the subject which was derived. First, it was from its interactions with other people, especially with its peers. After then, it interacts with all the other components of the educational environment and the media context. In this way, there is no receiver but a co-constructor, which will participate actively. In addition, it will favor the meaning and its production and reciprocity, which has a pile of "preexisting conceptions" taken also from the media and from surfing the internet.

During the 50's in France, Antoine Vallet coined the concept of "total language", which consists of studying the media from a global perspective that will consider the influence of the audiovisual media in the creation of a new grammar and a different syntax. This theory was taken to Latin America and it became popular and was established with the help of Francisco Gutiérrez. Therefore, this is because this theory is one of the research aspects that is most influential in the edu-communication trends of many countries.

The model of "total language", equivalent to the "audio-script-visual" language by the Canadian and the EMIREC's theory father, Jean Cloutier (1975) is a synthesis of all the languages or integral language like pedagogy. Therefore, this language offers to the learners the possibility of "advancing from the status receiver-consumer to the creator-inventor" (Francisco Gutierrez, 1975: 17). From this model, the means changes into agents of expression through which the learners take part. The dialogic communication technics contribute to new ways of coexistence that are more civilized. In addition, the pedagogy changes from being "no-directive" to creative and dynamic, thereby transforming the learners into an "agents of their own story".

Others researchers from Hispanic countries that have focused on the conception of an "active social and creative subject for the means" includes Fuenzalida and Hermosilla (Chile, 1991); Foncuberta (Chile, 1991); Charles and Orozco (Mexico, 1990); Martín-Barbero (Colombia, 1987); Quiroz (Peru, 1992); and Kaplún (Uruguay, 1998).

In the development of the models of the constructive learning, which considers the student as an active subject on one hand, there is a significant learning process. Here, the students is given the content of what he is going to learn, so that he can relate the new information with the knowledge previously acquired with his own experience, or a knowledge framework that already exists. This way, he can internalize the newly acquired material in his memory and reach out to it in the future. On the other hand, it involves learning by discovery, whereby the main contents of the learning are not given beforehand. Instead, the students need to discover it before he can incorporate it into his cognitivist framework. However, in an inductive way, he practices the solutions to the problems that are set before him (Ausubel, Novak and Hanesian, 1990: 34-35)

The variations already mentioned could be related with the learning model "endogenous" that Freire (1969) proposed. Thus, this model emphasizes placing the "emphasis in the process" and the focus on the person. This model arises from Latin America that serves as a proposal for "pedagogy for the oppressed". Nevertheless, it can be used worldwide, given the importance of its active participation on the subject beyond the learning process in a democratic society.

Furthermore, this way makes the learners to participate; and by extension, the citizens is likely to reach autonomy or "autosuggestion". As a result, Kaplún (1998: 47) says, "only participating, involving, researching, making questions and looking for answers, making problems, and burdening oneself with problems is how knowledge is acquired. Thus, you can truly learn from how you live, what you recreate and reinvent, and not only from what is read or listened to." In the same vein, Charles and Orozco (1990) wrote that the educational system has the duty of supplying the students with the necessary elements to establish a creative distance, which is reflective via the media message.

From media education, Martínez de Toda (1999) proposes a multidimensional theory that harbors the process in which the subject passes through different levels ("literate, conscious, active, critical, and social") until it becomes an integrated manner known as a "creative subject". This subject becomes producer of contents, which can be related to the concept of "prosumer". However, "prosumer" is an acronym that summarizes the English initials of the terms producer and consumer. In its Spanish version, it is translated as "prosumidor". The futurist, Alvin Toffler, was the one who

first coined the term in his book "The Third Wave" (1980). In his opinion, once the industrial era has surpassed, the consumer would have control over time and the content of their consumption. In addition, the companies in their eagerness to customize their products, would grant them the ability to design and produce.

The term "prosumer" is equivalent to the expression "beneficiary participant" (Marta Lazo, 2005a), in the sense that the process of perception leads the individual to capture, interpret, and rework all kind of information. This is regardless of the source or expressive system used and the modality of support through its different senses. On the other hand, it involves participating and attending to the confluence of the "participant and actor". In other words, it has to do with the person who is participating in the contests of the Network, and who is an active player or protagonist. Thus, in this expression, it also merges the two spheres of creation and reception of messages. Consequently, it delves into the dimension that the citizen must operate and feel in the virtual environment both as a participant and as a sender. The levels of previous interaction include the viewer, receiver, and critic. As proposed by Area Moreira, Gros Salvat and Marzal García-Quismondo (2008: 49) alluding to the classification of Horejsi and Ray, there are three approaches to the use of ICT for the development of citizenship. These approaches include:
(1)   Knowledge and understanding of what it means to become an informed citizens
(2)   Developing skills of inquiry and communication
(3)   Skills development for participation and responsible action

Regarding the methodology, the realization of the audience with an active approach, led some authors to develop their studies based on qualitative research methods. Therefore, Callejo (1995: 253) adds that:

> In the current development of diverse research and reflections on media, stands the test of interest from what happens on the screen to what happens in front of it. This fundamental change in the interest of specialists is been accompanied by the perception that the relative limitation of the constant quantitative studies must be supplemented by further development of qualitative social research.

With the aforementioned qualitative approach, the works of Kaplún (1985), Martin-Barbero (1987), García Canclini (1990), Llull (1990), Orozco (1990, 1996), Masterman (1994), Fuenzalida and Hermosilla (1991), De Oliveira Soares (1992), and Morley (1996) were considered. These authors have been conducting numerous studies based on the theory of active reception of the audience, using group techniques with the purpose that the different participants think creatively about the messages that provides them the means.

As for educational applications, Colombian Eduteka website forms the foundation. Gabriel Piedrahita Uribe, has become one of the best showcases, a must see for all those teachers, academics, and researchers interested in the topic of media education, where multiple authors deposit their works as an open access archives.

Educational Projects and Partnerships Educomunication in Spain

In Spain, some significant qualitative research related to the active reception has also been made. Among these is the "Televisión, Currículum y Familia" (titled in Spanish), directed by Aparici and García Matilla (1995). Hence, they integrate all the agents in the process of learning (individual, family, educational system, and television media). In addition to technical analysis of representations and values transmitted in programming, this study uses the qualitative method of different focus groups formed by children, parents, and teachers. A final chapter contains a number of alternatives and proposals for that family, and the educational and media agencies to be addressed. Basically, this is from their different possibilities based on the importance of television as a medium of learning for children. Also, it is important to quote the investigations of Younis (1988); García de Cortázar and Callejo (1998); García Matilla, Callejo Gallego and Walzer (2004); Marta Lazo (2005b, 2008a, and 2008b); among others.

Regarding the history of educational projects related to "communicative competence" in Spain, it has not been as fruitful as in other countries. Therefore, the consolidation of these kinds of programs has proven weak. Projects like "Prensa Escuela", "Atenea" or "Mercurio" (titles in Spanish) already have a part in history. However, when they were developed during the eighties and nineties, there was an ideal predisposition by the Ministry of Education. This ideal predisposition aims to integrate this type of subjects in the field of education, while this organization issued abundant material and curriculum proposals. Moreover, it should consider the work of the National University of Distance Education (with the initials in Spanish of UNED), powered by Roberto Aparici (2011) and the Teacher`s Center (CEPS) in organizing several courses and workshops related to the preparation for teaching with audiovisual aid.

It emphasizes the creation of journalists and teacher's collectives who came together to exchange experiences related to the purpose of education through the media. In Cataluña, **Mitjans** focuses on its activities, among other issues of media education such as publishing newsletters and organizing Conference on Communication and Education. **Spectus** is the most interesting aspect of this group, which has a high level of innovation in their proposals. The proof of this is the audiovisual experiences that integrates their web page; for example, the introduction into the audiovisual

language from the developing of soup opera. **El Gabinete de Comuncación y Educación** is a consolidated and specialized group in the research and exposure of science at the Autonomous University of Barcelona, operating since 1994. **Teleduca** is organized into three areas: research (from audiences, media consumption, reception, studies of content, etc); formation (through courses, workshops, seminars and meetings for teachers, educators, journalists, communicators, parents or adults); and editing and production (editing didactic materials for students and teachers, coordinating production activities in schools, and promoting the access of the students and citizens to the local media). In Basque Country, **HEKO Kolektiboa** with similar objectives to "Mitjans" aims to "undertake various actions of dissemination and training of educators and journalists," among other actions. In Andalusia, **Comunicar**, which is a group dedicated to conducting numerous training activities among the publication of curriculum, guides to work in a practical way the television and the media in the electives of the Compulsory Secondary Education, the editing of materials to work in the classroom, or the organization of conferences and seminars. In the community of Valencia, **Entrelínies** among its objectives stands out to "establish and seek different forms of intervention and access to the media to publicize the issue and educate the public about their supply, with the goal of influencing the improvement of contents mainly of the television". In Madrid, **APUMA** has the objective "of joining a large group of teachers in a framework that allows their coordination and communication to enhance their teaching with audiovisual and computer media in all its aspects. These aspects include didactical use, media education, impact in the learning process, their role in the transmission of values, and effects of the television and video games on the children and youth, etc". Finally, **Aire Comunicación** is an association that promotes "educomunication" and enacts that "it is possible to achieve an education that informs, a communication that makes a space to education, and that thinks in terms of education".

Consequently, it also emphasizes various forums that have brought together hundreds of researchers in Educomunication. These forums include "Pé D'Imaxe" in La Coruña, Cinema Jove en Valencia, the European Observatory of Children Television (OETI, in Spanish) in Barcelona; Comunicar and RTVE, organized in Madrid, or "Pantallas Sanas" in Aragon.

Among the existing research groups in Spain from the field of communication, we find in Barcelona, a group with Ferrés as the head, from the Pompeu Fabra, and others with Vilches and Pérez Tornero at the Autonomous University of Barcelona. Also, others were found in the Complutense de Madrid, Cebrián Herreros, and Sánchez Bravo. In the Canary Islands, Younis, while in the University of Seville, F. Sierra. In the field of education, we highlight at the University of Huelva, the "Comunicar"

group, led by J.I. Aguaded. In addition, in Seville, Málaga and Granada, the teams was led by the teachers Cabero, Cebrián de la Serna, and Ortega Carrillo, respectively.

Inside the variables related to the media analysis were highlighted the research entitled "La industria audiovisual en España. Escenarios de un futuro digital", held recently by the Academia de las ciencias y las Artes de Televisión, along with the Escuela de Organización Industrial (EOI). Hence, this was carried out by Corporación Multimedia (Arnanz and Garcia Matilla, 2010), which is backed by the experience of this organization with two decades of consultancy activities and research of the media and contents. Furthermore, it serves as the sources of the economic and statistics of the audiovisual market. In addition, more than fifty contributions of prominent representatives of companies and institutions who are occupying high positions in various audiovisual entities were made.

As a Corollary

The researches, approaches, and proposals for research in the Ibero American environment have marked relevant guidelines in the course of educommunication. However, its contributions continue to swell the agenda of issues to address and incorporate elements into the curricula of disciplines such as journalism and communication. Also, this can be observed in education and pedagogy, and is not ventured to conceive that it cuts across the educational spectrum. Consequently, this is applicable at all levels, even in emerging modalities such as online open courses (MOOC) and other forms of non-formal education.

Among the group of multinational experts who formulated the Curriculum for Teachers in Media and Information Literacy, (UNESCO 2011), they have not ignored the contributions of Spanish researchers such as Jordi Torrent and José Manuel Pérez Tornero, and Mexican Manuel Quintero and Jesús Lau. Thus, this paper identifies and configures the framework of preparation that states that teachers need to develop the seven core competencies of media and information literacy. In addition, they should incorporate them into their teaching activities.

Certainly, the vision of professionals is essential so they can become mediators of consumer practices, and more importantly, create a critical awareness and contribution to the participation of users. Therefore, the interest boosted by UNESCO was added when conducting research in the field of Sciences, Communication, and Education.

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