

# UNESCO'S MEDIA AND INFORMATION LITERACY CURRICULUM

## FOR TEACHERS FROM THE PERSPECTIVE OF STRUCTURAL CONSIDERATIONS OF INFORMATION

Dr. Gema Alcolea-Díaz, Dr. Ramón Reig and Dr. Rosalba Mancinas-Chávez

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### INTRODUCTION



#### Structural Considerations of Information (SI),

key role that lies beneath journalism and the correlation with Education in Communication



#### Media and Information Literacy (MIL),

necessity to address it from a structural vantage that fosters critical citizenship and a democratic process



#### Critical pedagogy

Approach to media education. The main objective is to learn how institutions and audiences “construct meanings”

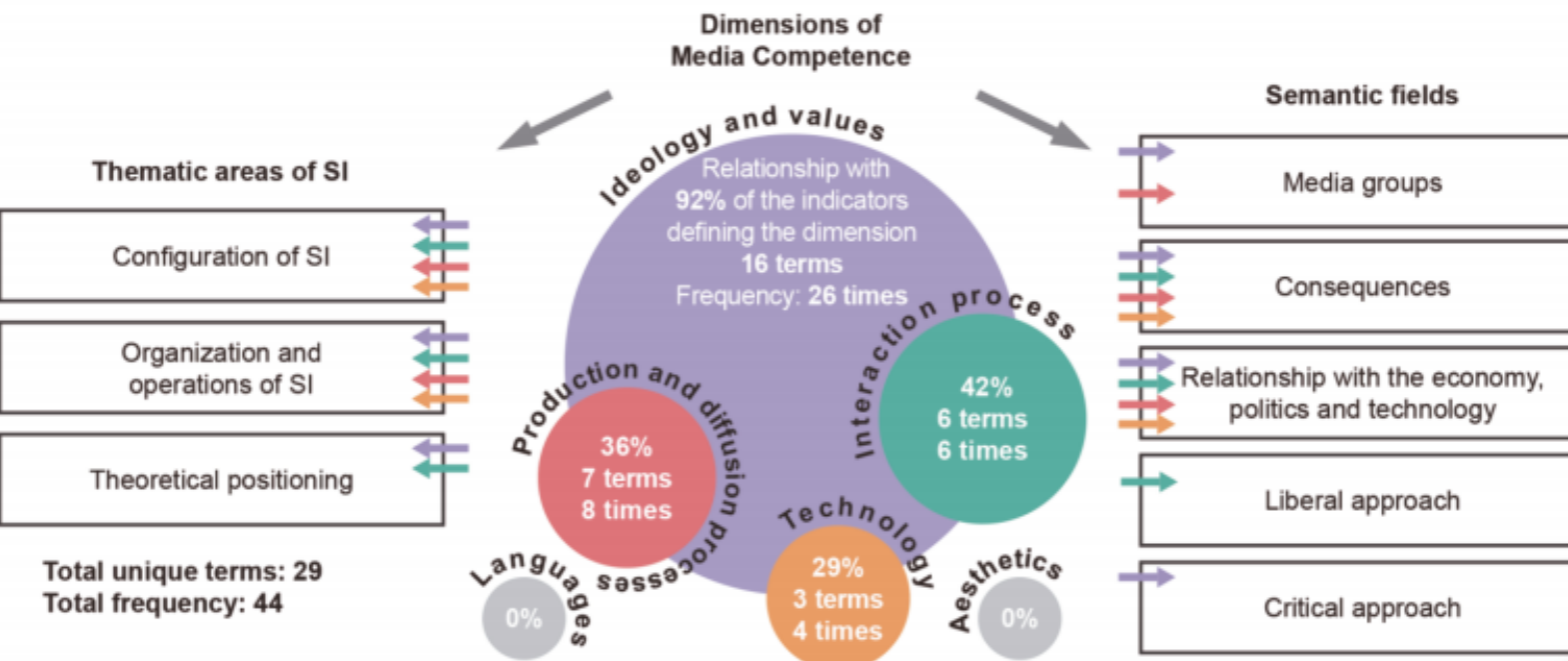
### OBJECTIVE AND METHODOLOGY

To analyze the presence of thematic areas covered by the SI in the Media and Information Literacy (MIL) curriculum for teachers, developed by UNESCO, an organization that is a global referent in the field



### RESULTS

Figure 2. Relationship of SI with Educommunication through media competence dimensions and their indicators



### CONCLUSIONS



Interrelation with the “Ideology” dimension, a result that is emphasized by corroborating that teachers consider this dimension to be “one of the most relevant to approach media education teaching”



The relationship of SI with MIL competencies is determined through those that include an understanding of the roles that the media and information have in democracy and the analysis of the socio-cultural context



The need to update some of the fundamental approaches of UNESCO's MIL curriculum for teachers, aligning more closely with the spirit stated in writing

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