

TEACHERS' PERSPECTIVES FOR A CRITICAL AGENDA IN MEDIA EDUCATION POST COVID-19. A COMPARATIVE STUDY IN LATIN AMERICA

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INTRODUCTION

Media literacy, promotes initiatives around the world to influence teacher training that responds to the needs of mediatised citizens.

Educomunication, proposes to make further progress in redefining the concept and adapting media education to the current scenario, taking as a starting point the changes emerging with the global pandemic.

COVID-19, has placed the education system in a situation of singular dependence on the media, which has made the tension between school culture and techno-media culture even more noticeable.

OBJECTS AND METHODOLOGY

Quantitative, exploratory, descriptive and explanatory methodological approach and explanatory.

Argentina
Chile
Ecuador
Perú

Documentary review
2020-2021
Focus groups

- 1) To analyse the strategies deployed in Argentina, Chile, Ecuador and Peru to respond to the educational context caused by the COVID-19 pandemic.
- 2) To explore the perception of teachers in the four countries on the challenges and opportunities of media education in this context, with the aim of devising a critical agenda that contributes to its development.

CONCLUSIONS

Responses to the health crisis in the four countries studied sought to safeguard the right to education through distance education strategies.

In view of this, media education in Latin America must be understood politically from the perspective of equality: the most unequal region on the planet must integrate technologies, their use and critical training in the classroom.

The situation of confinement and the violent transformation from face-to-face to virtuality has thrown schooling into unsettling terrain, but the resilience of educators, students and families allows it to stay afloat.

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